

第六届

英语教学与测评学术研讨会

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

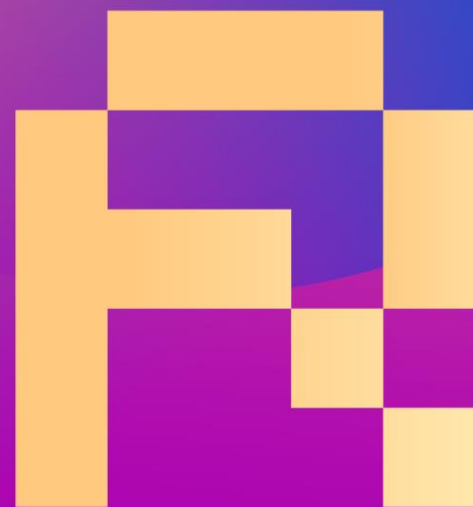
教—学—评：面向学习 面向未来

中国·北京
2023年4月

基于诊断测评提升高中英语阅读微技能 “推断态度意图”的教学课例

芦心蕊

太原市第十二中学校



目录

CONTENT

01 诊断结果分析

02 教学计划

03 教学设计

04 教学反思和学生评价

05 学生作品

01

诊断结果分析

1.1 诊断结果

第一部分 总体结果

1. 综合能力

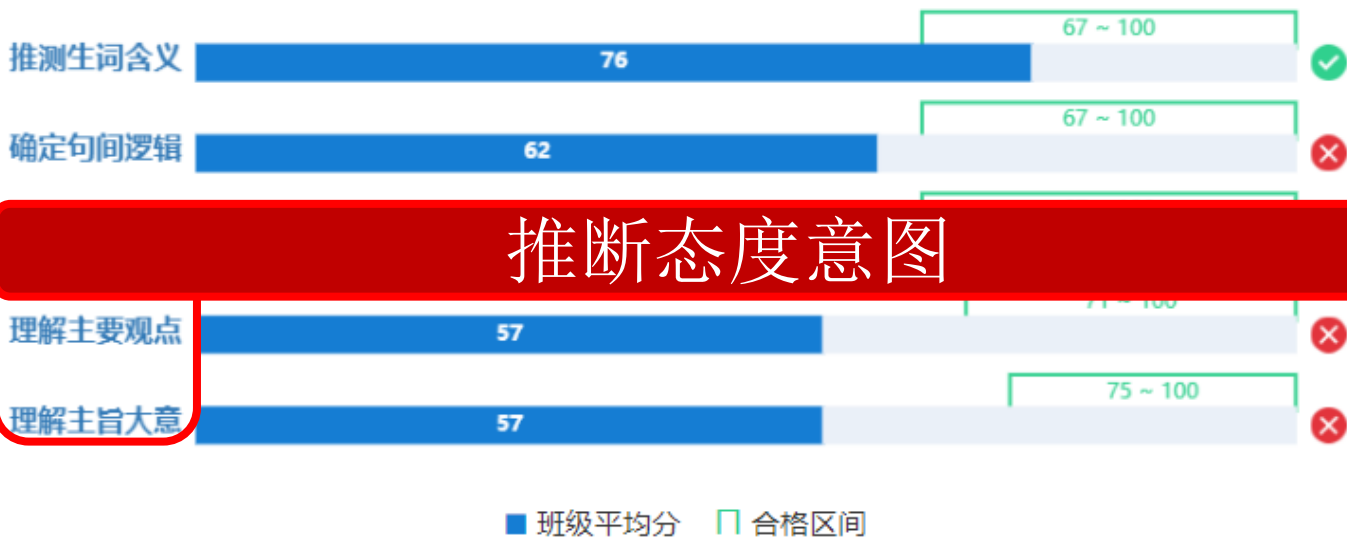
——2022. 12. 30

需要完成听力、阅读、语言知识运用、写作四项技能才能反馈综合能力的结果。

2. 各技能



您班学生的阅读各项微技能表现如下:



诊断结果:

➤ 太原十二中学校高二2007班学生阅读能力处于高二年级**低水平**阶段;

➤ **推断态度意图、理解主要观点、理解主旨大意**的微技能均较为薄弱。

1.2 基于诊断结果的学生能力分析

推断态度意图

能力描述

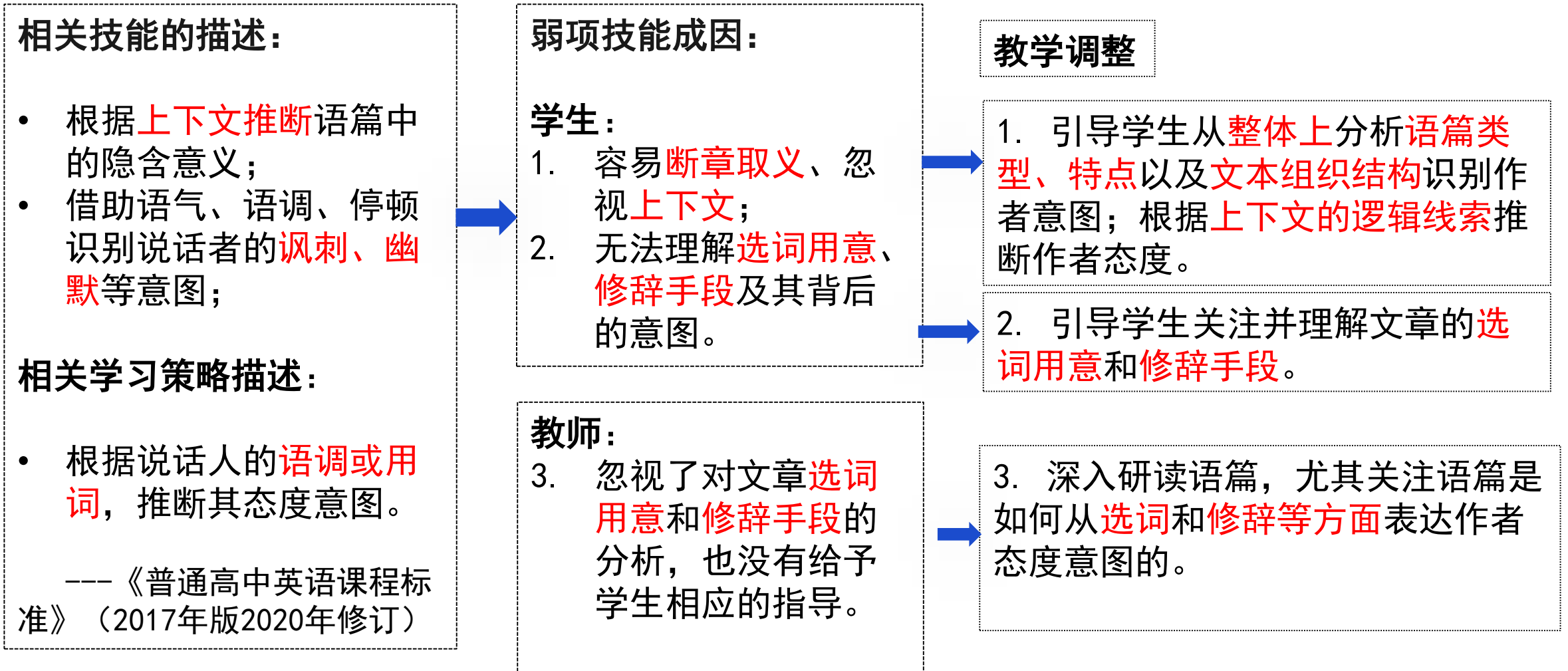
- ◆ 能在读与人物轶事和日常生活相关的短文、简短的议论文、有关人生哲理的短篇散文时，推断作者隐含的观点和态度、分析作者的写作意图。

学生能力分析：

- ◆ 学生推断作者隐含的观点、态度和意图的能力薄弱。

1.3 弱项技能的成因分析及教学调整

推断态度意图



02

教学计划

2.1 教学计划

推断态度意图

时间	高二学年第二学期（2023. 2月-2023. 6月）	
选材	课内教材 《外研版（2019）高中英语教材选择性必修2 》	课外读物 (自主学习)
	<ul style="list-style-type: none">Unit1 The Little Prince (小说)Unit3 Emojis: a new language?(说明文)Unit5 Macquarie Island: from chaos to conservation (记叙文)	<i>The Little Prince</i> (每周一章节)
教学过程	<ul style="list-style-type: none">引导学生通过分析语篇类型、特点和文本结构，以及上下文推断作者写作意图；引导学生分析选词、修辞等，推断作者态度意图。	梳理每一篇故事的六要素和故事山，绘制思维导图； 推断作者的态度并陈述理由。
教学反馈	“优诊学”提供的相关技能练习；访谈	学期末，学生展示小说作者的观点态度并陈述理由。



03

教学设计

3.1 文本分析

单元主题: Growing up

主题语境: 人与自我

Starting out

Understanding ideas

Using language

Developing ideas

Presenting ideas

1 Growing up Developing ideas

Read the introduction to Antoine de Saint-Exupéry and answer the questions.

Starting out

Watch the video and answer the questions.

- 1 What is a coming-of-age ceremony? How do people celebrate in the video?
- 2 Which celebration makes the greatest impression on you? Why?

Listen and read the poem. Answer the questions.

- 1 What is the poem about?
- 2 According to Kipling, what qualities does his son need to "be a Man"? Tick the ones mentioned in the poem and add your own ideas.
 self-belief honesty
 confidence kindness
 modesty pride
 integrity patience
 other _____
- 3 Which of these qualities are most important to you as you grow up?

Antoine de Saint-Exupéry (1900–1944) was a French writer and pilot. As a young boy, he was obsessed with aeroplanes, riding in one for the first time at the age of 12. He spent much of his life flying and writing about his adventures. Saint-Exupéry's most successful work, *The Little Prince*, is one of the best-selling books ever published. The story was probably inspired by his plane crash in the desert in 1935. Saint-Exupéry nearly died, and wandered around for four days before being rescued. In 1944, Saint-Exupéry left on a wartime mission over occupied France, from which he never returned. Although the remains of his plane were discovered in 2000, Saint-Exupéry's body has never been found, and the cause of his death remains unknown.

The Little Prince

- 1 Once when I was six years old I saw a magnificent picture in a book, called *True Stories from Nature*, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing.
- 2 In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."
- 3 I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked like this:
- 4 I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.
- 5 But they answered: "Frighten? Why should anyone be frightened by a hat?"
- 6 My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:

3.1 文本分析

The Little Prince

What

- 主题语境：人与自我（认识自我、丰富自我、完善自我）
- 主题内容：节选自Antoine de Saint-Exupery 的《小王子》的第一章内容。该故事围绕“蛇吞象”的两幅绘画作品，描写了作者童年和成年之后的经历，展现了儿童与成人对世界的不同理解。

Why

- 通过作者表达对成年人的态度，引发学生反思自我成长过程中的得与失。

3.1 文本分析

The Little Prince

How

Developing ideas

1 Read the introduction to Antoine de Saint-Exupéry and answer the questions.



Antoine de Saint-Exupéry (1900–1944) was a French writer and pilot. As a young boy, he was obsessed with aeroplanes, riding

in one for the first time at the age of 12. He spent much of his life flying and writing about his adventures. Saint-Exupéry's most successful work, *The Little Prince*, is one of the best-selling books ever published. The story was probably inspired by his plane crash in the desert in 1935. Saint-Exupéry nearly died, and wandered around for four days before being rescued. In 1944, Saint-Exupéry left on a wartime mission over occupied France, from which he never returned. Although the remains of his plane were discovered in 2000, Saint-Exupéry's body has never been found, and the cause of his death remains unknown.

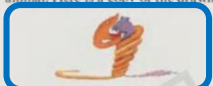
- 1 What experience made the author write *The Little Prince*?
- 2 What kind of person do you think Saint-Exupéry was?

2 Look at the three drawings and predict what the story is about.

Now read the passage and check your prediction.

The Little Prince

1 Once when I was six years old I saw a magnificent picture in a book, called *True Stories from Nature*, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing.



2 In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."

3 I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked like this:



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童年的经历
(para1-7)

对比

讽刺

举例

成年的经历
(para8-12)

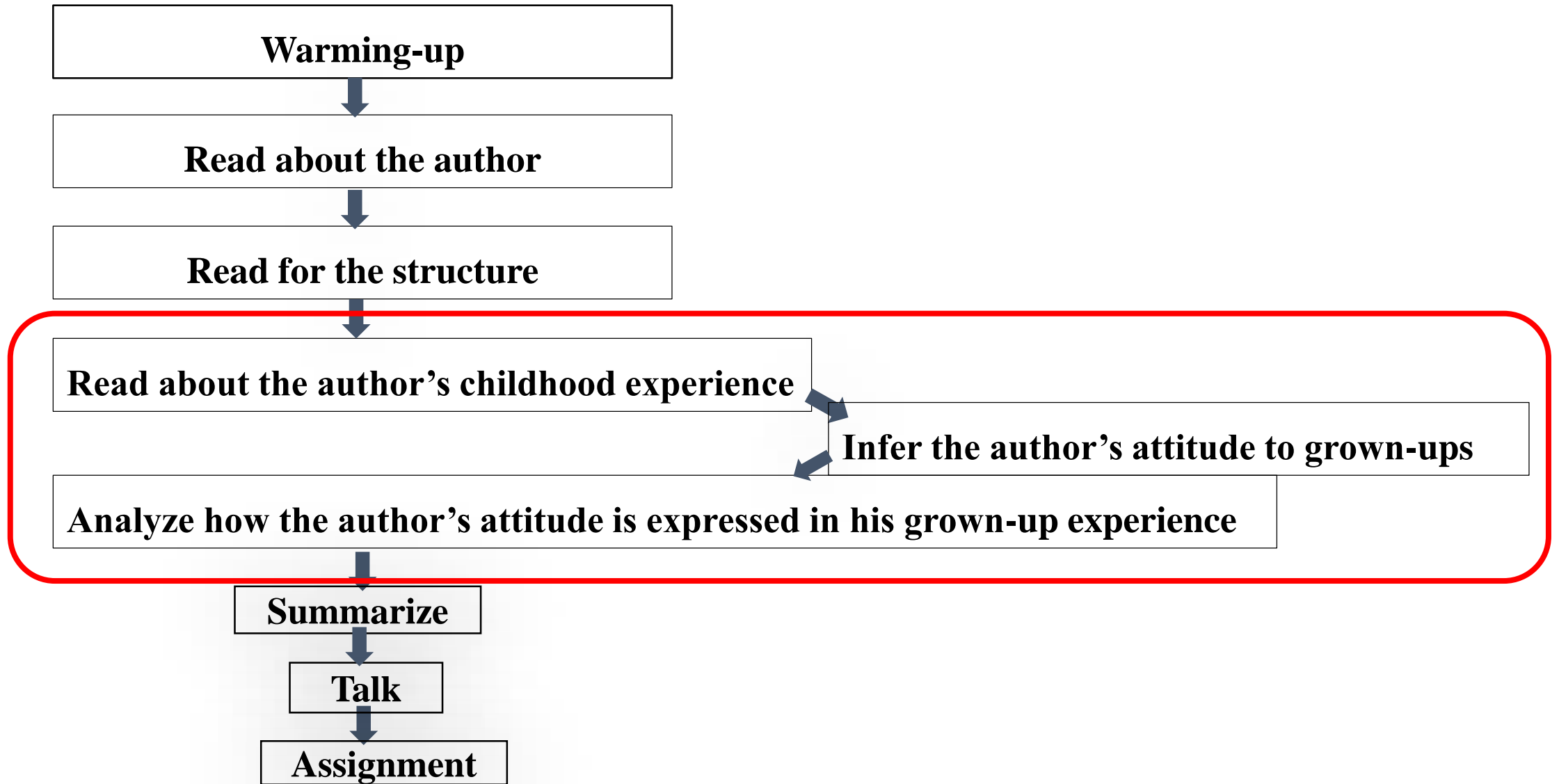
tiresome;
always and forever;
bring...down to...
...and, ...and...
...never...

- 成年人并不比儿童好;
- 成年人缺乏想象力;
- 成年人只关注重要的事。

3.2 教学目标

- 1. 学生利用思维导图**梳理**出作者童年和成年的经历；
- 2. 学生结合上下文，**分析对比**、**举例**和**讽刺**等修辞手法以及文章的**选词用意**，从而推断作者对成年人的态度；
- 3. 学生**描述**自己最印象深刻故事情节，**运用**所学知识，内化对作者态度的理解；
- 4. 学生结合自身经历，**表达**自己对于成长中得与失的看法，从而反思自我成长。

3.3 教学流程



3.4 教学过程

Activity 1 Warming-up

Q. What do you think you will get and lose while growing up?

设计意图：
激活已有知识，进入学习主题。

Activity 2 About the author

Read the introduction to the author and answer the questions

1. What experience made the author write *The Little Prince*?
2. What kind of person do you think the author is?

设计意图：
了解小说的写作背景，为体会作者的情感态度做铺垫。

Activity 3 The structure of the passage

Q. In what order is the passage narrated?

My childhood experience



My grown-up experience

设计意图：

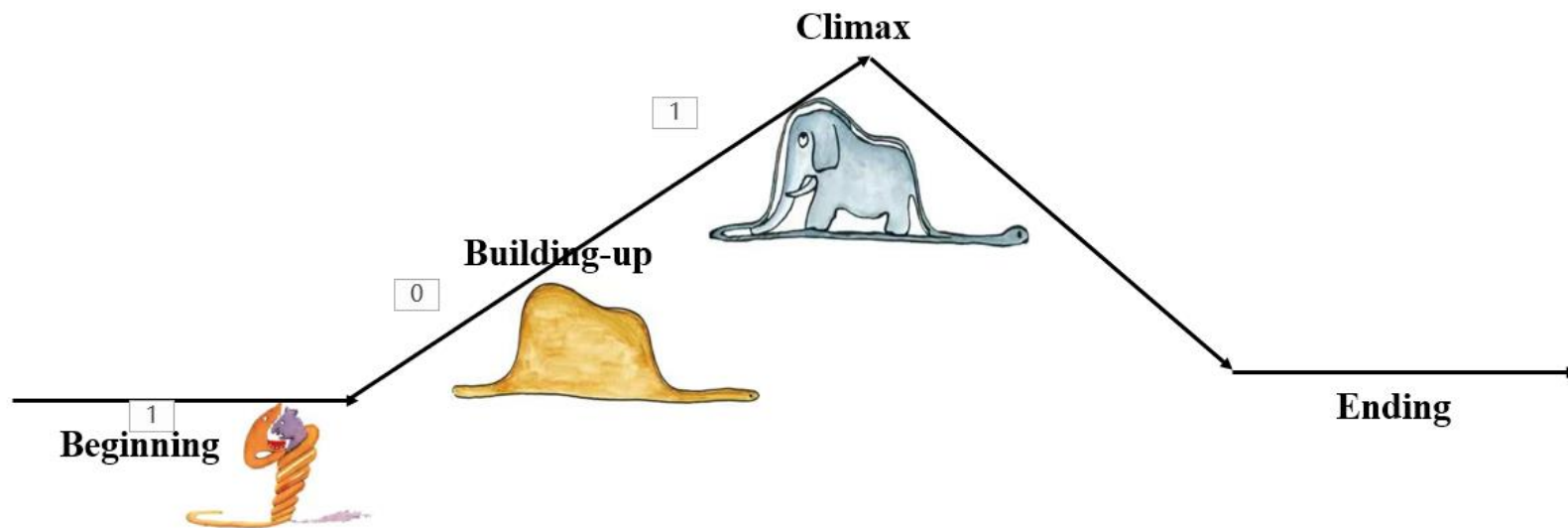
- 识别语篇中的**时间顺序**，为梳理文章主要内容做准备；
- 培养学生**整体上**把握文章结构的意识。

Activity 4 While- reading

Section I My childhood experience

Read Para.1-7

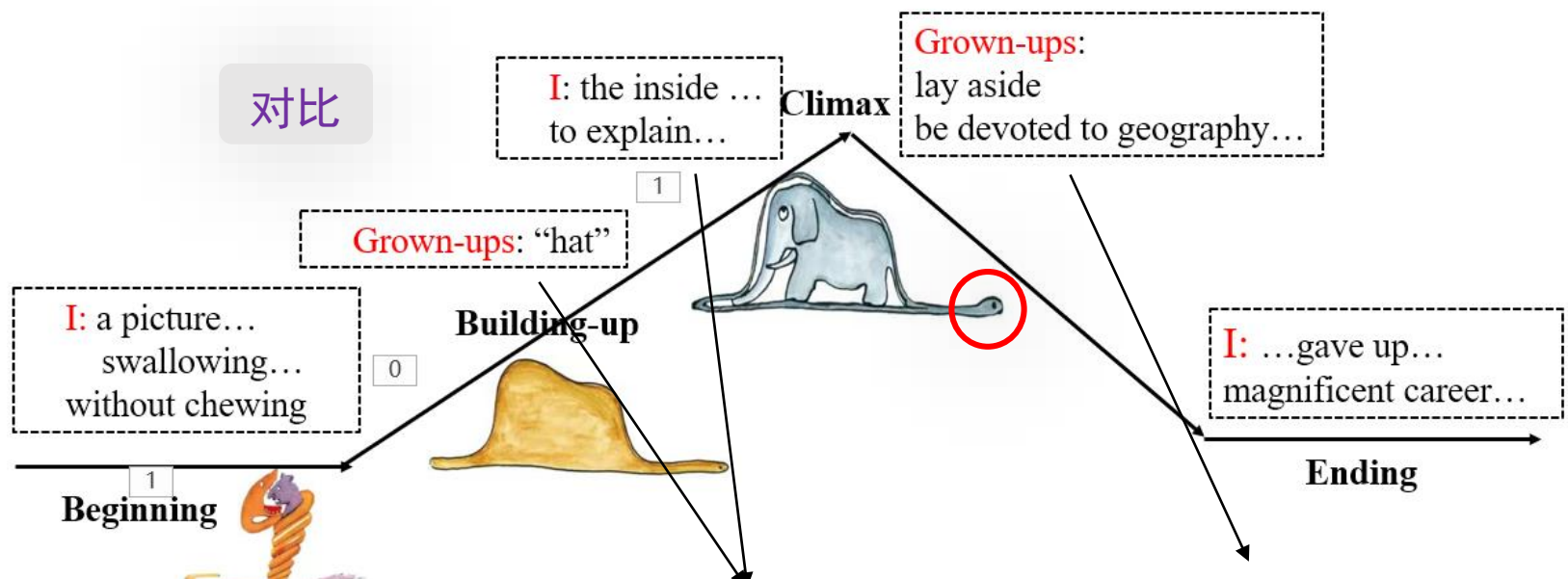
Q. What did “I” experience when “I” was a child?



设计意图：
借助插图和思维导图，引导学生梳理故事的来龙去脉。

Activity 4 While- reading

Q. What's the author's attitude to grown-ups?



对比

设计意图：
初步培养学生通过结合上下文分析修辞和用词，来推断出作者态度的意识。

Grown-ups are no better than children

lack imagination

only care about matters of consequence

Number Two. Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

Activity 4 While- reading

Section II My grown-up experience

Read Para.8

Q. What role does this paragraph play?

What do “I” get as a grown-up?

- a profession: airplane pilot
- experiences
- helpful and valuable geographic knowledge

设计意图:

- 关注过渡段的作用;
- 引导学生总结成长过程中的“得”;

Activity 4 While-reading

Section II My grown-up experience

Read Para.9-12

Q. Does the author's attitude to grown-ups change?

Grown-ups are no better than children.

They lack imagination.

They only care about matters of consequence.

9 In the course of this life, I have had a great many encounters with a great many people who have been concerned with matters of consequence. I have lived a great deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.

to stress that most of the adults he met are the same

讽刺

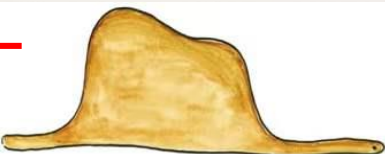
设计意图：
引导学生进一步认识到修辞和用词在强调作者态度时的作用。

Activity 4 While-reading

Grown-ups are no better than children.

They lack imagination.

They only care about matters of consequence.

10 Whenever ~~intelligent/wise~~  I explained to me at all clear-sighted, I tried the experiment of showing him my Drawing Number One, which I have always kept. I would try to find out, so, if this was a person of true understanding. But, whoever it was, he, or she, would always say:

11 “That is a hat.”

举例

讽刺

设计意图：
引导学生分析作者**举例**的意图，以及**选词用意**，从而推断作者的态度。

Activity 4 While- reading

Grown-ups are no better than children.

They lack imagination.

They only care about matters of consequence.

12 Then I would never talk to that person about boa constrictors, or primeval forests, or stars. I would bring myself down to his level. I would talk to him about bridge, and golf, and politics, and neckties. And the grown-up would be greatly pleased to have met such a sensible man.

imagination

only matters of consequence

讽刺

to stress the author's low opinion of grown-ups

设计意图：学生自己分析作者的用词和修辞及其所表达的观点态度。

Activity 5 Summary

1. What is the author's attitude towards grown-ups?
2. What have grown-ups got and lost?

设计意图:

- 总结作者对成年人的态度，并检测学生的掌握情况。
- 总结文章中呈现的成长的得与失，为学生反思自我做铺垫。

Activity 6 Talk

Q. Which plot is the most impressive for you? Why?
Do you have any similar experience?

设计意图:

- 学生运用所学的知识，并内化对作者态度的理解。

Write an essay about your attitude towards grown-ups based on your own experience.

Tips:

- Make sure your story is related to your attitude;
- Consider what expressions and figures of speech you can use to express your attitude.

设计意图:

- 深入理解文章的**上下文逻辑、用词和修辞**与作者**态度意图**之间的关系;
- 学生**表达**自己的观点, 反思自我成长;

04

教学反思和学生评价

4.1 教学反思

收获：

- 课前对学生进行**诊断测试**，有助于明确**教学重点**，提高课堂效率；
- 教师通过**追问、词汇替换、删除修饰词**等方式，可以帮助学生分析文章的**写作手法**和**选词用意**，从而引导学生深入体会作者的态度意图；同时也大大提高了学生的学习兴趣。

不足：

- 教师主导过多，学生自由探讨作者态度的机会被压缩；
- 教师的追问过于频繁和细节，学生没有时间去用心体会文章的用词和修辞背后的含义。

今后教学：

- 如何引导，才能在提供支架的同时，给与学生更多**自主探讨**作者态度意图的机会？
- 本节课的语篇为小说，但是在其他类型的语篇中，例如说明文、议论文中作者是如何表达自己的态度意图的呢？

4.2 学生评价

学生A:

我学到了，在推断作者态度时，不能断章取义，就比如第八段那里的表达，要是以前，很可能就会因为作者说知识有用，就会觉得作者是积极的态度，还是要联系上下文，才能判断作者到底是积极的态度还是消极的，不能断章取义。

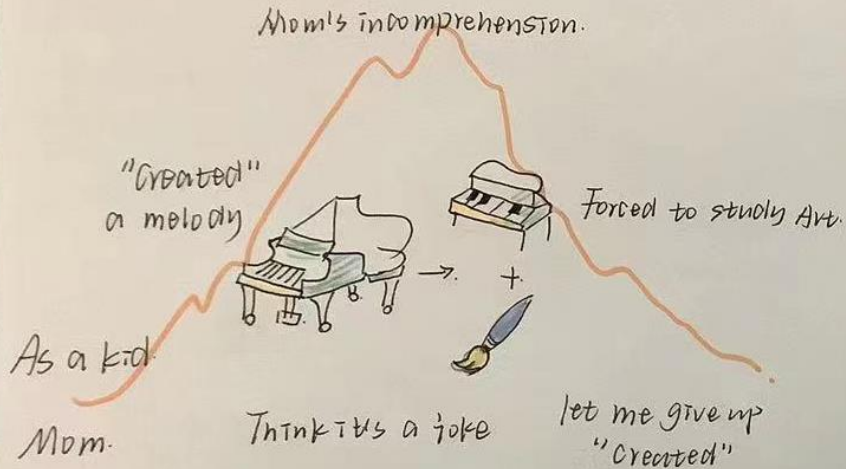
学生B:

以前读课文很少关注里面的修辞和用词，对作者的态度就只是凭感觉。看懂修辞才能看懂作者的态度。还有一些用词，原来作者都是有用意的，就比如，clear-sighted。

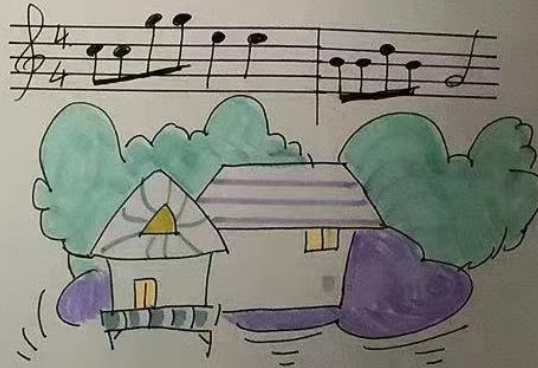


04

学生作品



I pondered deeply, then, I made the advantages of music knowledge I have learned so far, I wrote a melody about the village life and gave it a picture I thought of. They are like this:



The author's attitude towards grown-ups is that grown-ups are no better children. They lack imagination and only care about matters of consequence. Absolutely, I think so. Grown-ups focus on the consequence often affects us children as well.

I showed my masterpiece to my mother and asked her whether the melody remind you of our country life? But she just said "Is this a joke?" Then I handed her my painting.

I can still clearly remember that when I was five years old, my mother sent me to learn piano. It was very boring to play those piano music day after day. So I decided to "create".

To my disappointment, "She Her answer only told me to put my "creation" aside and devote myself to my study. She even signed me for an art class.

By this thing, I deeply realize the serious lack of imagination of grown-ups and the influence of them to our "creation."

As far as I'm concerned, the author is right. It's easy to see that adults are obsessed with money, power, degrees, just like "Matters of consequence" mentioned by the author.

What adults really think may be that they want their children to learn useful things, so that they can have a good job and a high quality of life in the future. So they ignore interest and imagination, especially their kids', which is useless in their eyes. But happiness is not just about "matters of consequence".

Take myself for example. It's no secret that every child goes through a period when they think they're the center of the world. So when I saw a little angel printed on the bag of a snack named "Lang Wei Xian", I thought it was me, automatically. I think whenever I fall asleep, I will become an angel, flying around in the sky, leaning on the window to see if there is a disobedient child has not fallen asleep, and gave the frowning child a great dream. Before daybreak, I would rush back to my room again for fear of being found out.

I proudly told my mother this secret with an excited heart but her words gave me a blow. She said, "Why don't you use your imagination for your essay? I think it's a nice dream that you gave yourself."

Well, apparently, mom didn't care about my excitement.

She just thought I was fantasizing. But I still believe in myself that I can be an angel. It's just that I never told anyone about it again. As I grew up, even though I realized it wasn't me, I wouldn't fly out someone's window, but I remembered the joy dreams brought me, which made me a day.

Even now when I mention it to grown-ups as a joke, they still laugh at my naivety, probably innocently. I thought to myself "It's a good thing I had such an interesting experience and not you."

谢谢！

