中国基础教育外语测评研究基金
Fund for Assessment Research in Foreign Language Education

运用诊断性测评
强化阅读文本分析　促进学生读后续写能力

主讲人：辽宁省锦州市锦州中学 高林

中国基础教育外语测评研究基金
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一. 诊断结果分析

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一. 诊断结果分析

优诊学报告由三部分组成：包括总体结果、诊断详情及教学建议。并提供各测试模块的反馈结果综合分析，**找到问题的根源**。

高一16班：史地政提高班 34人

姓名	写作得分	识别语篇衔接连贯	识别语篇体例特征	拼写与标点	词汇的运用	语法的运用	内容的传达	语篇连贯	写作字数
合格线		67	67	50	50	50	70	75	100
系统平均	46	58	49	42	38	37	49	43	
班级平均	56	81	45*	56	47*	45*	59*	54*	

高一8班：物化地平行班 59人

姓名	写作得分	识别语篇衔接连贯	识别语篇体例特征	拼写与标点	语法的运用	词汇的运用	内容的传达	语篇连贯	写作字数
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班级平均	45	64*	55*	40*	37*	36*	46*	41*	

二. 教学计划

您班学生的弱项微技能为： 词汇的运用 | 识别语篇体例特征 | 语篇连贯 | 语法的运用 | **内容的传达**

教学建议：引导学生注意观察、体会生活中的人和事，积累写作素材。课堂上长期坚持写作思维训练活动，引导、鼓励和帮助学生从毫无头绪的大脑思维中，找到自己想说、可以说且表达起来不太困难的话语，形成写作内容，提升写作能力。鼓励学生广泛阅读原汁原味的英文作品，学习其内容组织和表达方式，比如指导学生进行仿写。设计有助于调动学生写作兴趣的活动，给学生以成功的体验，激发写作的积极性。有了写作兴趣的前提下，有计划地让学生进行写作练习。可以是日记、周记、随笔，也可以是简单的游记、读书报告或影评。

您班学生的弱项微技能为： 词汇的运用 | 识别语篇体例特征 | **语篇连贯** | 语法的运用 | 内容的传达

教学建议：引导学生熟悉和了解记叙文、说明文和应用文（书信）等的篇章结构。指导学生写作前以提纲的形式将要点列出，下笔前根据主题、要点和细节的逻辑关系对文章进行比较全面、详细的规划。指导学生学习相应的衔接手段与连贯技巧，注意句子间、段落间的逻辑关系，保证文章结构合理、通顺流畅。提醒学生在写作练习时注意文章段落清楚，有开头和结尾，符合文体的要求。

三. 教学设计———1. 学情分析

本班（高一16班）学生英语基础较好，学习态度认真。经过一年的学习，学生已经基本具备在阅读小说中简要获取小说三要素（人物，情节，环境）的能力，并且能够用英语表达出小说的基本情节。基于优诊学诊断结果，学生在写作中的内容的传达和语篇连贯亟待提升。并且对于小说中人物形象、结构及情节中的矛盾分析能力较弱，续写故事的立意不足，创造力与想象力不足。

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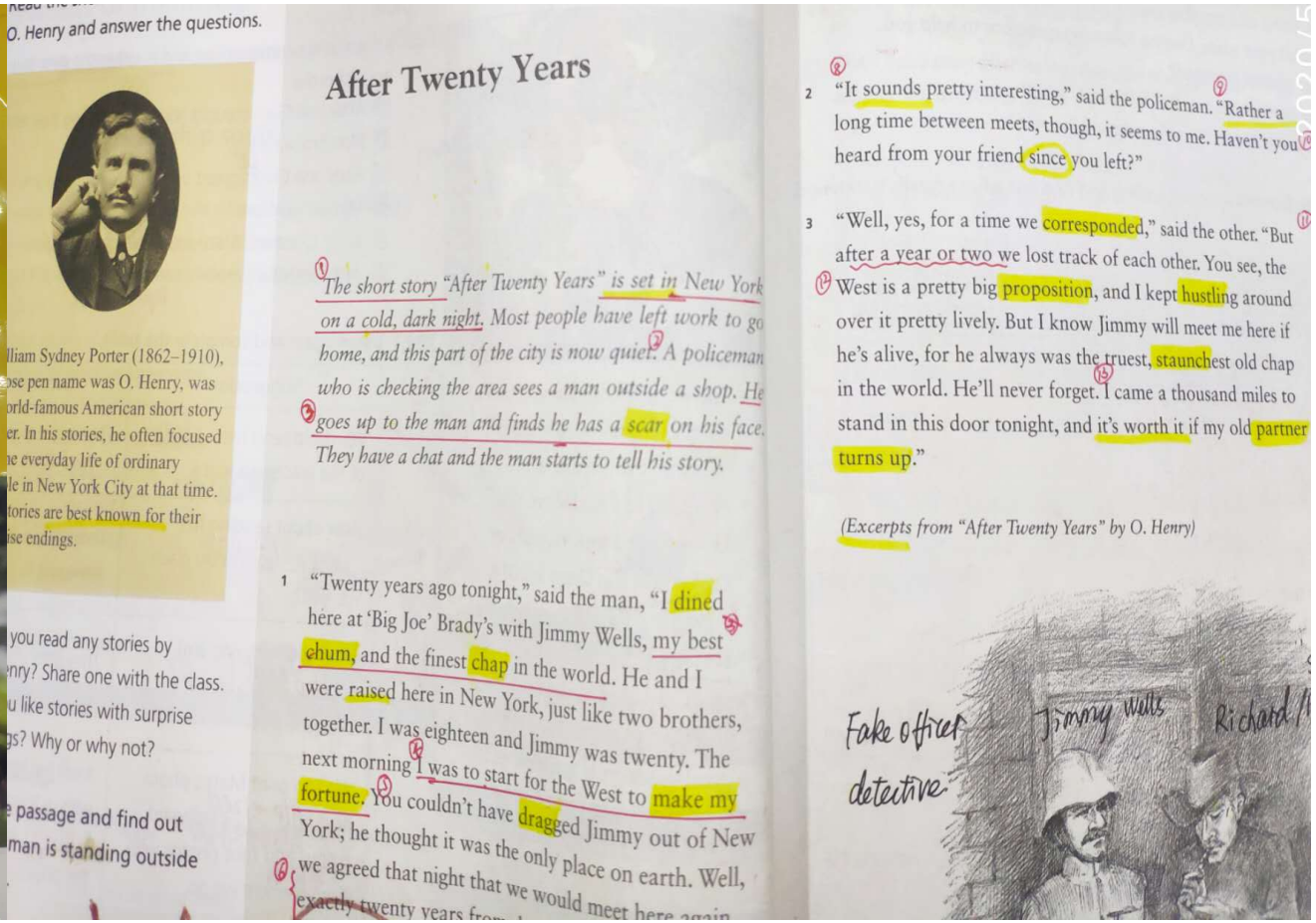
三. 教学设计———2. 教材分析



O. Henry and answer the questions.

lliam Sydney Porter (1862–1910), ose pen name was O. Henry, was orld-famous American short story er. In his stories, he often focused e everyday life of ordinary le in New York City at that time. tories are best known for their ise endings.

you read any stories by nry? Share one with the class. u like stories with surprise gs? Why or why not?

e passage and find out man is standing outside

After Twenty Years

The short story "After Twenty Years" is set in New York on a cold, dark night. Most people have left work to go home, and this part of the city is now quiet. A policeman who is checking the area sees a man outside a shop. He goes up to the man and finds he has a scar on his face. They have a chat and the man starts to tell his story.

1 "Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from

2 "It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

3 "Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

(Excerpts from "After Twenty Years" by O. Henry)

Fake officer detective

Jimmy Wells

Richard

三. 教学设计———2. 教材分析

【语篇来源】《英语》（新标准）高中修订版教材必修一

Unit 4 Friends forever (第三课时)

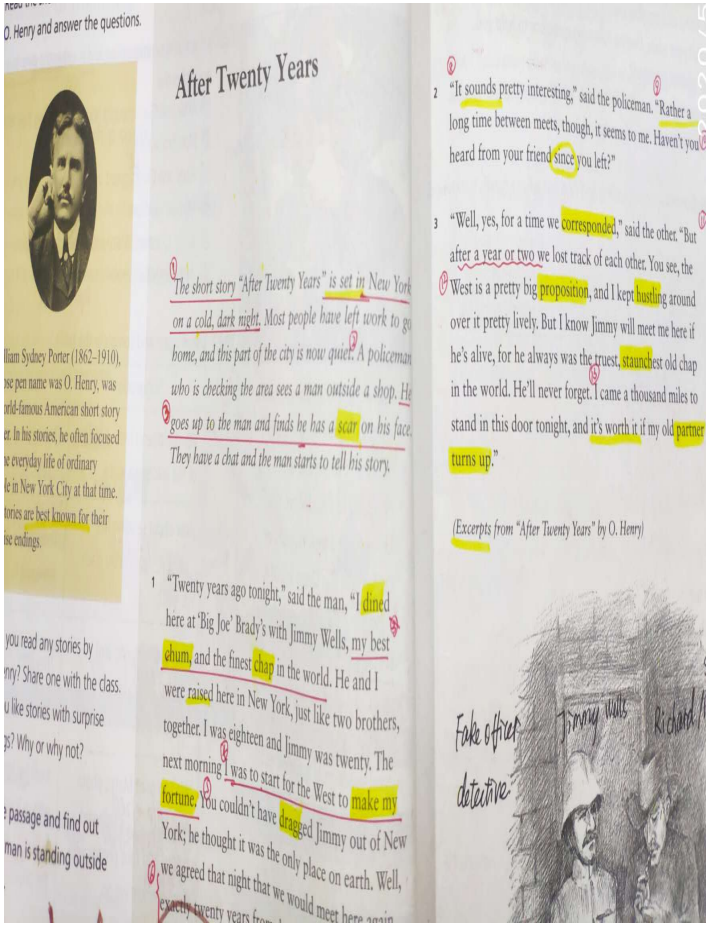
第二篇课文After Twenty Years

Period 1. Starting out &Understanding ideas

Period 2. Using language

Period 3. Developing ideas &Writing an ending to a story

Period 4. Presenting ideas



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(Excerpts from "After Twenty Years" by O. Henry)

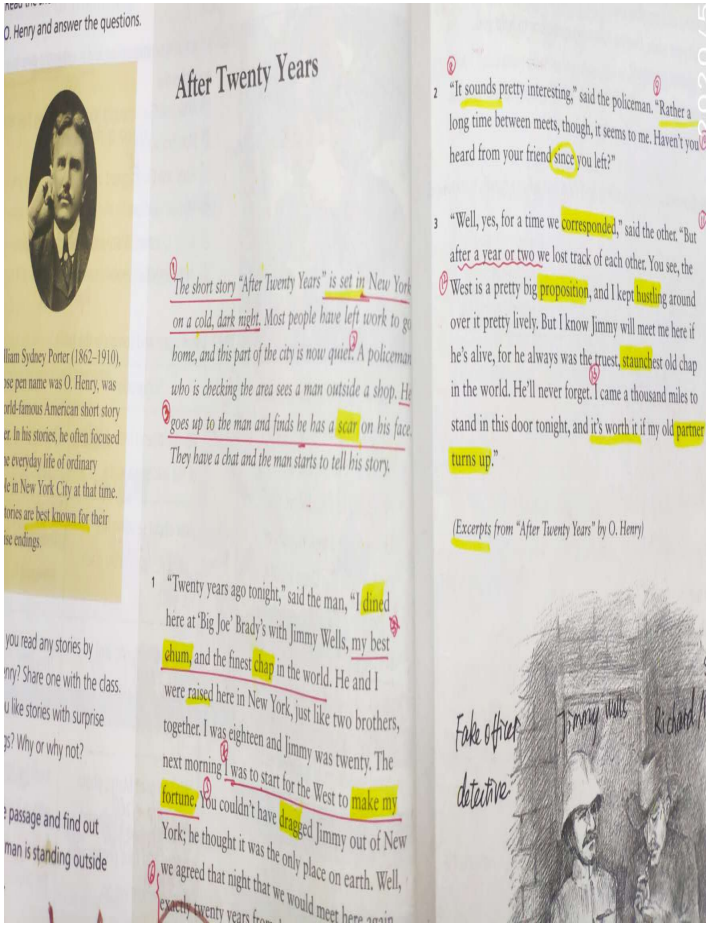
Fake officer detective

三. 教学设计———2. 教材分析

【主题语境】本单元为“人与社会”主题下对“良好的人际关系与社会交往”的探讨。

【语篇类型】短篇小说

【内容简介】小说讲述了一对在纽约一起长大、情同兄弟的朋友鲍勃和吉米，他们在鲍勃即将启程去西部冒险的时候约定20年后在同样的时间、地点再见面。20年来，他们谁也不曾忘记过这个约定。哪知道过了20年发生了戏剧性的变化，到西部地区发展的青年成为了通缉犯，而当年的“发小”正是当晚在巡逻的警察。故事情节充满着戏剧性。



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(Excerpts from "After Twenty Years" by O. Henry)

Fake officer detective

三. 教学设计———3. 教学目标

在本课学习结束时，学生能够：

教学重点：

1. 通过对小说三要素（人物、情节、环境）的分析，归纳总结其内容组织和表达方式，并应用于续写内容，实现续写与原文语言的高度融洽；

2. 通过阅读，获取文中衔接连贯的表达方式及技巧，并应用于续写中；

教学难点：

3. 通过矛盾分析法，合理立意，续写内容。

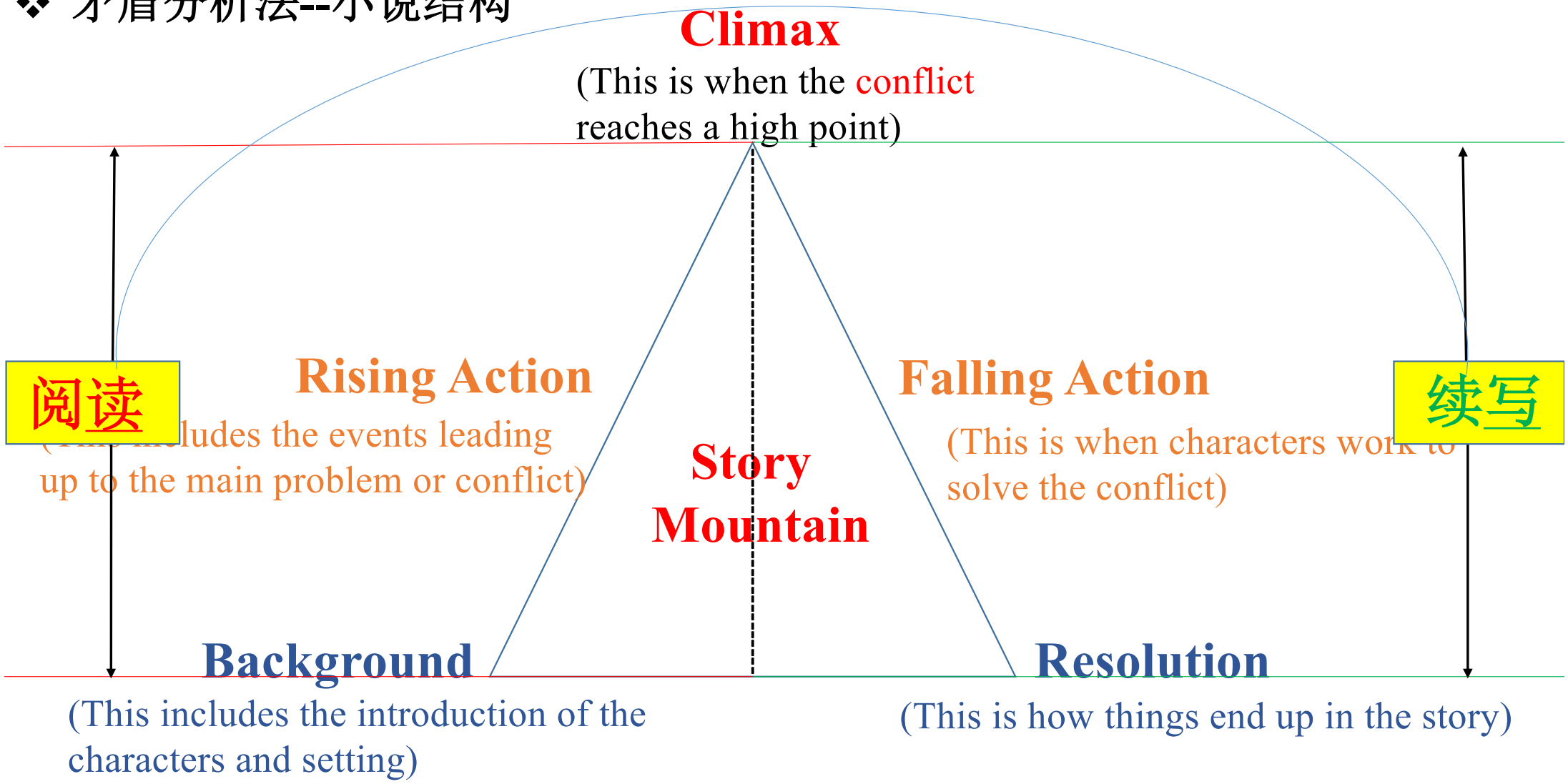
三. 教学设计———4. 教学活动设计

指导思想　1. 语篇的衔接连贯理论

2. 矛盾分析法

课前准备：学生在课前阅读教材*After Twenty Years*节选，教师根据需要，补充小说相关内容，学生通过自主阅读，获取小说中的主要人物与基本情节，并且借助工具书查找单词，为阅读扫清障碍。

❖ 矛盾分析法--小说结构


Climax
(This is when the conflict reaches a high point)
阅读
续写
Rising Action
(This includes the events leading up to the main problem or conflict)
Story Mountain
Falling Action
(This is when characters work to solve the conflict)
Background
(This includes the introduction of the characters and setting)
Resolution
(This is how things end up in the story)

三. 教学设计———4. 教学活动设计

内容的传达

语篇连贯

Step 1 lead in

Step 2 analyze the details of three elements

Step 3 analyze the relationship among elements

Step 4 get the clues of the novel

Step 5 analyze the cohesion and coherence in the novel

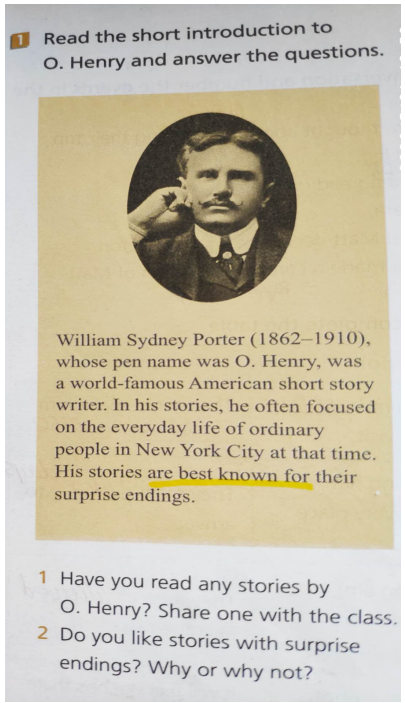
Step 6 discuss the ideas of the story ending in groups

Step 7 write an ending and assess works in groups

Step 8 summarize what you've learnt in this class

三. 教学设计———4. 教学活动设计

Step 1 lead in



1 Read the short introduction to O. Henry and answer the questions.

William Sydney Porter (1862–1910), whose pen name was O. Henry, was a world-famous American short story writer. In his stories, he often focused on the everyday life of ordinary people in New York City at that time. His stories are best known for their surprise endings.

1 Have you read any stories by O. Henry? Share one with the class.
2 Do you like stories with surprise endings? Why or why not?

1. Share the main characters and plots of the novel in front of class.
2. Have you read other stories by O. Henry？ Share one with the class.

设计意图：通过课前预习，课上分享，检查学生对小说掌握情况；通过分享作者的其他小说，进一步了解“欧·亨利”式小说结尾的特点。

三. 教学设计———4. 教学活动设计

Step 2 analyze the details of three elements

人物characters → **情节 plots** → **环境settings**

时间 / 人物关系	twenty years **ago**	twenty years	**after** twenty years
Jimmy	like two brothers	in New York	a policeman
Bob		start for the West to make his fortune	a criminal "Silky" Bob
a plain clothes man			arrest Bob

设计意图：通过阅读，学生能够自主梳理并获取细节信息。对人物关系及事件有更深刻的理解。

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三. 教学设计———4. 教学活动设计

设计意图：通过问题链和表格对比，学生对不同人物形象进行整合，更深刻地理解人物刻画的方法，为微技能—内容传达方面的提升，积累内容组织及表达方式。

Step 2 analyze the details of three elements

人物characters → **情节 plots** → **环境settings**

1. How the characters are described? What words are used to describe their personalities? What are the features of their words?

形象塑造 / 人物	行为	语言	形象
Jimmy(警察)	his watchful eye over…	rather a long time between…	..guardian of the peace …
Bob (罪犯)	lean, with an unlighted cigar… His hand …steady.. but …trembled..	Well, well, well! …my best chum..	“Silky” Bob
a plain clothes man(便衣警察)	submerged in his overcoat… hurried across… went directly…	You’ve been under arrest…	

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三. 教学设计———4. 教学活动设计

设计意图：学生通过小组合作，概括和整合信息，分析出不断升级的矛盾冲突，学习小说的内容组织形式，不断融入小说情节。

Step 2 analyze the details of three elements

人物characters → 情节 plots → 环境settings

2. How the plots are developed?

不断激化的矛盾—取决于人物角色的变化

矛盾3	Jimmy:…Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job…	情与法的冲突
矛盾2	Jimmy: When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself…	警察Jimmy面对儿时好友Bob犯罪…
矛盾1	Bob: my best chum, and the finest chap in the world… …the truest, staunchest old chap in the world	借助来自西部Bob的言语来体现深深的友情，凸显警察Jimmy内心矛盾

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三. 教学设计———4. 教学活动设计

设计意图：通过阅读，学生获取自然环境描写的方式。通过问题链，引出学生对时代背景的思考。学生先思考再进行探讨，提高学生的思辨水平，同时深化对小说的理解。

Step 2 analyze the details of three elements

人物characters → 情节 plots → 环境settings

3. How the settings are described?

4. Where did Bob go? What did he go through? What crimes did he commit?

自然环境描写：
地点：in the doorway of a darkened hardware store…
At the corner stood a drug store, brilliant with electric lights.
天气：there was now a fine, cold drizzle falling, and the wind had risen from…

社会环境--背景资料
材料1:1862年，林肯总统在《宅地法》中规定，任何公民只需交15美元的证件费，便可在美国西部得到一块相当于160英亩的土地；在这块土地上连续耕作五年以上，就可以成为这块土地的主人，这一措施民主地解决了独立战争期间的土地问题，同时激发了美国人勤劳创业、发财的热情。有一帮先驱者向西部探索，并和印第安部落建立了良好的关系。后来美国民众包括政府和军队大量涌入西部，通过劫掠、诱导、欺骗、屠杀印第安人，开发西部地区。
材料2：同时代的马克·吐温说得好：“在世界上任何地方，贫穷总是不方便的。但只有在美国，贫穷是耻辱。”
（满春燕.欧·亨利短篇小说戏剧化特征分析[J].教学智慧 2018:31）

三. 教学设计———4. 教学活动设计

设计意图：学生通过小组合作探究，加深对小说三要素关系的理解。环境描写烘托人物形象，人物角色的变化推动故事情节的发展，而情节的发展也依托于环境描写。三要素并非彼此孤立，而是相辅相成。

Step 3 analyze the relationship among elements

人物characters → 情节 plots → 环境settings

5. What's the relationship among the three elements?

characters	settings (place+weather)	
Jimmy--a policeman		
Bob-- a criminal "Silky" Bob	in the doorway of a darkened hardware store…	There was now a fine, cold drizzle falling, and the wind had risen from…
a plain clothes man	At the corner stood a drug store, brilliant with electric lights.	

三. 教学设计———4. 教学活动设计

Step 4 get the clues of the novel

时间 / 人物	twenty years **ago**	twenty years	**after** twenty years
Jimmy	like two brothers	in New York	a policeman
Bob		start for the West to make his fortune	a criminal "Silky" Bob
a plain clothes man			arrest Bob

友谊

罪犯受到法律制裁

设计意图：通过阅读，学生讨论总结出小说的两条线索—明线和暗线。为续写做铺垫。

设计意图：学生通过合作探究，对语篇衔接连贯的具体使用有了更加深刻的体会，为接下来续写内容的连贯做积累。

三. 教学设计———4. 教学活动设计

Step 5 analyze the cohesion and coherence in the novel

衔接连贯：

- 指代
- 替代
- 词项重复&同现

"You're not Jimmy Wells," he snapped. "**Twenty years** is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes **a good man** into a bad one," said the tall man.

作用：it指代twenty years; one替代man—为了避免词语的重复使用，同时实现了连贯的功能。

三. 教学设计———4. 教学活动设计

Step 5 analyze the cohesion and coherence in the novel

衔接连贯：

- 指代
- 替代
- 词项重复&同现

1) "**Well, well, well**!—twenty years is a long time. The old gone, Bob…
(the plain clothes man)
2) "……my best chum, and the finest chap in the world……the truest, staunchest old chap in the world……" (Bob)

作用：1) 连用三个well并且用感叹号—用语言的重复来表达二十年未见的内心强烈感情。此外，这句话由便衣警察说出，也是为了配合情境。

2)世界上最…… 用来表示Bob对儿时友情的珍惜。

三. 教学设计———4. 教学活动设计

Step 6 discuss the ideas of the story ending in groups according to the text analysis and share them in groups.

续写部分
Para1.
It was a cold winter night when Bob came out of jail._____

Para2.
“Is there anyone here who still thinks of me?” he wondered bitterly._____

设计意图：学生通过小组讨论续写立意，内化文本分析，提升学生的想象力和创造力，为续写做铺垫。

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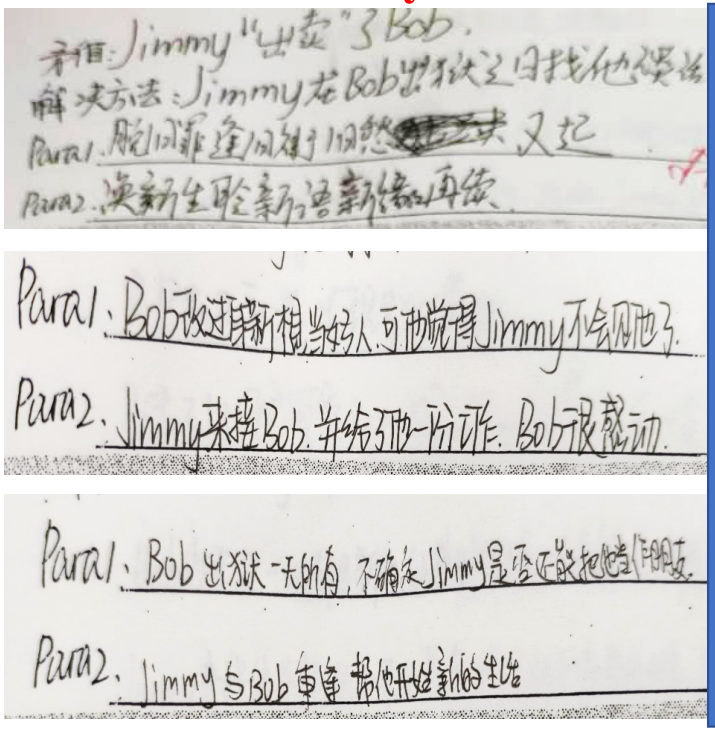
设计意图：学生通过互评，共评，针对各种观点和思想提出合理的质疑，通过辨析、判断它们的价值，做出正确的评价，以此形成自己独立的思想。

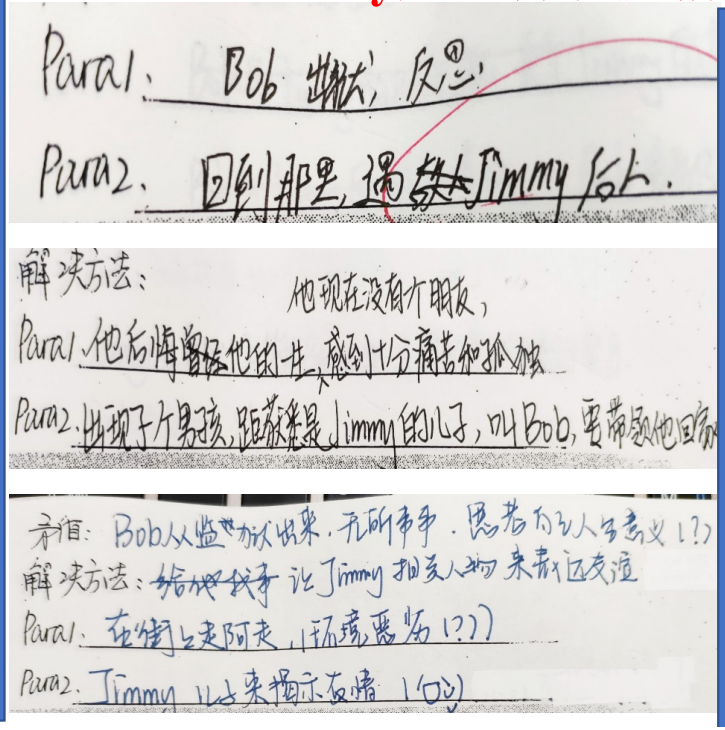
三. 教学设计———4. 教学活动设计

Step 6 discuss the ideas of the story ending in groups according to the text analysis and share them in groups.

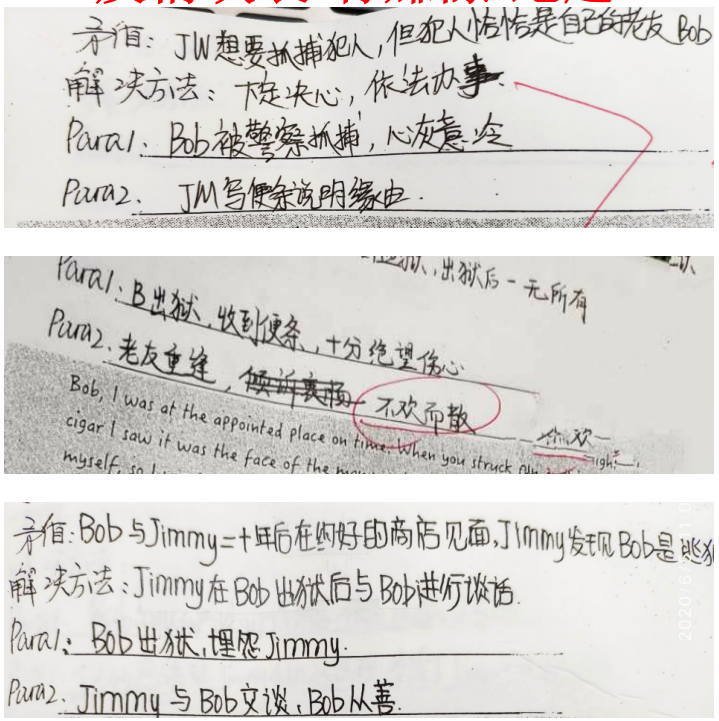
G1.Bob&Jimmy再续友情



G2.Bob&Jimmy后人再续友情



G3.友情决裂/有嫌隙/跑题



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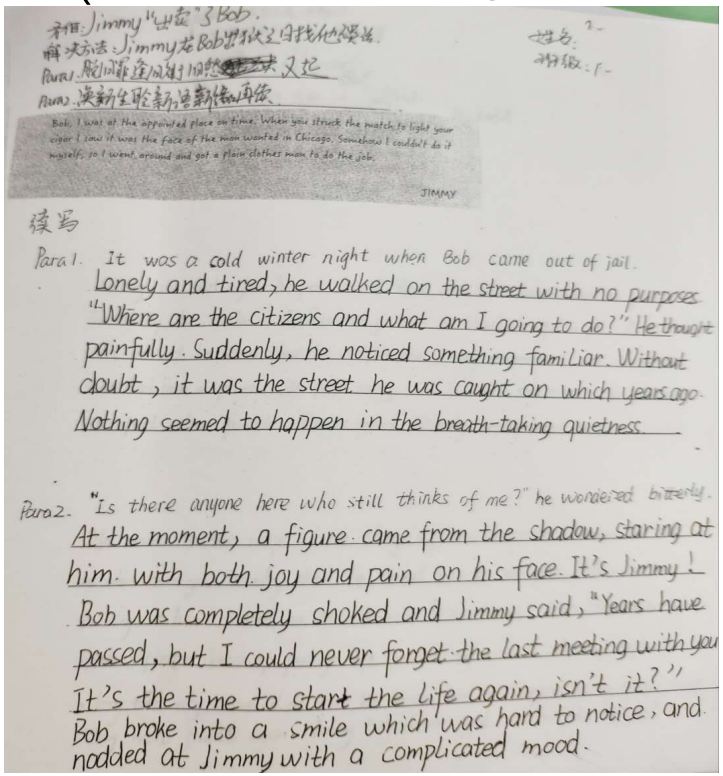
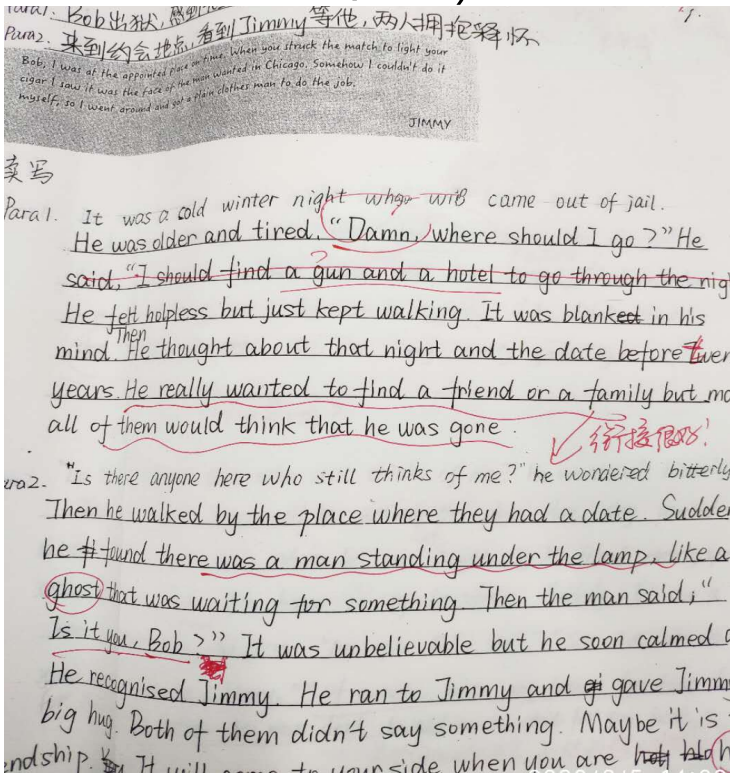
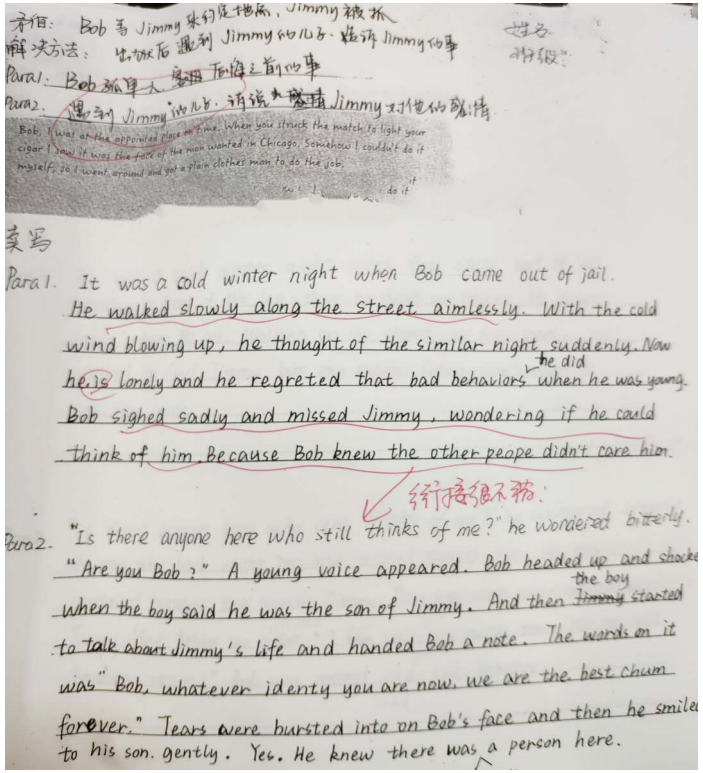
三. 教学设计———4. 教学活动设计

设计意图：学生通过对小说结构和内容传达的掌握，通过小组互评的方式，找出续写中的人物角色，环境描写，明确写作线索。重点关注内容传达和衔接连贯的运用，提高续写文章与原文的融洽度。

Step 7 write an ending and assess works in groups (重点关注：内容传达+衔接连贯+融洽度)







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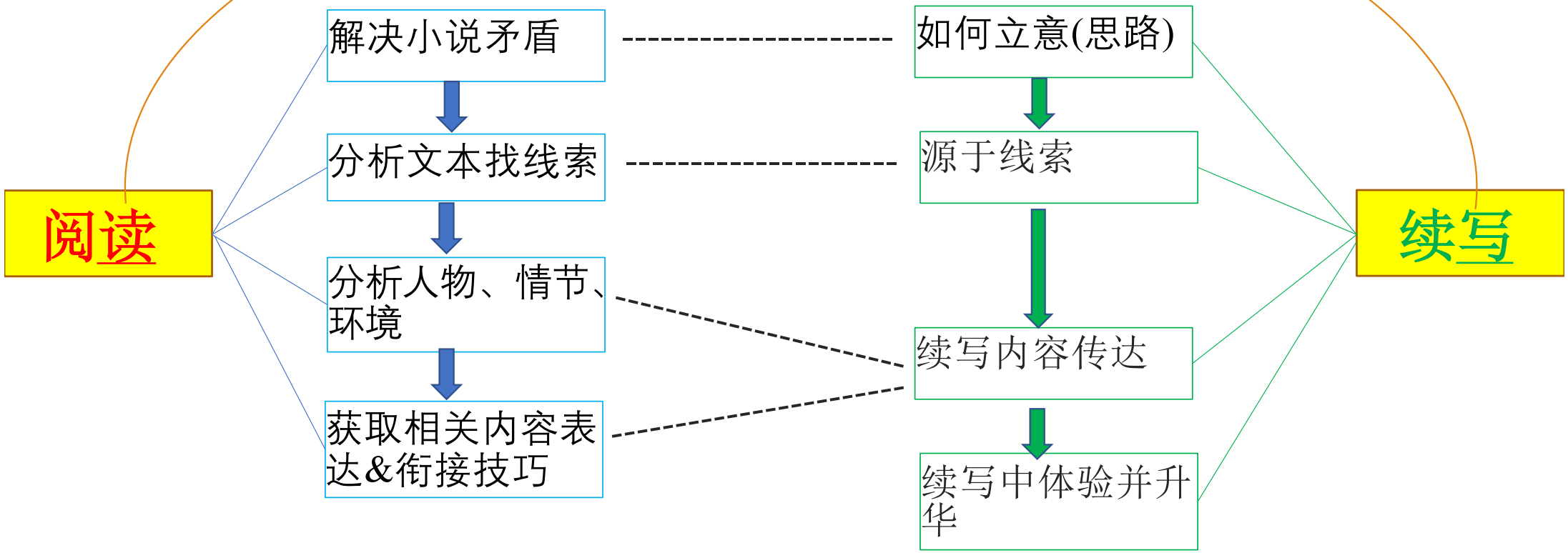
设计意图：学生通过自我反思，总结本课所学。并且在遇到相似文章时，能够举一反三。

三. 教学设计———4. 教学活动设计

Step 8 summarize what you've learnt in this class



四. 教学反思

感谢您的聆听！

辽宁省锦州市锦州中学 高林