

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 ——

基于诊断测评提升初中生 英语书面表达准确性的教学课例

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01

指导思想与理论依据



指导思想与理论依据

完整的教学活动包括**教**，**学**，**评**三个方面。

“**教**”是教师把握英语学科核心素养的培养方向，通过有效组织和实施课内外教与学的活动，达成学科育人的目标；

“**学**”是在教师的指导下，通过主动参与各种语言实践活动，将学科知识和技能转化为自身的学科核心素养；

“**评**”是教师依据教学目标确定评价内容和评价标准，通过组织和引导学生完成以评价目标为导向的多种评价活动，以此监控学生的学习过程，检测教与学的效果；实现以评促学，以评促教。

- ✓ 本节课将融合统一这三个方面，落实教、学、评一体化。
- ✓ 为了达成教学目标，师生在学习过程中会边学边评、边评边教。

普通高中
英语课程标准

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指导思想与理论依据

输出 驱动 假设

北京外国语大学文秋芳教授（2007）提出“**输出驱动假设**”理论，强调：输出是外语学习的动力，无论输入的质量多高，没有输出的驱动，学习者都不太可能习得输入；她认为**输入与输出相结合的教学活动在交流中更真实**。

本节课将采用读写结合的教学方式，将阅读教学与写作教学有机地结合起来。学生将在阅读中获得的语言知识在写作实践中加以运用，从而增强写作能力，提高写作水平。



指导思想与理论依据

英语写作教学中的评价

教师的反馈评语应表现出以下特点：

1. 强调内容反馈。
2. 注重具体的评语信息。
3. 突出个人化的交流形式。



- ✓ 细化评价标准，注重评价主体多元化，评价角度多维化，评价形式多样化，推动发挥评价的促学作用。
- ✓ 通过转移评价侧重点让学生关注写作中要注意的问题，同时关注学生的情感态度，使学生树立自信，有持久的英文写作动机。





教学内容分析



教学内容分析

本模块话题为我的学校生活

Unit 1

主要谈论周一和周五的课表并表达对自己感兴趣科目的看法。

Unit 2

主要介绍英国中学生亚里克斯在学校一天的生活。

Unit 3

话题下基于前两个单元内容的综合语言运用课。

Module 5 My school day
Module task: Talking about your ideal school day

Unit 1 I love history.

Listening and vocabulary

1 Look at the pictures. Listen and repeat the time.

half past o'clock past to

What's the time?

1 It's twelve o'clock. 2 It's twenty past one. 3 It's half past six. 4 It's twenty to eleven.

2 Match the pictures with the words from the box.

art Chinese English geography history IT maths PE

3 Listen and read.

Tony: Betty, what are our lessons on Monday?
Betty: We have Chinese at eight o'clock and science at five to nine. At twenty past ten we have IT. Then we have maths. Do you like maths, Tony?
Tony: Yes, I do, but it's difficult! I like the lessons on Monday afternoon: English and art. What lessons do we have on Friday?
Betty: We have English, Chinese, PE and geography.
Tony: And in the afternoon? Do we have maths?
Betty: No, we don't. We have art and history, but we don't have maths. I love history and I'm good at it. It's my favourite subject because it's very interesting.
Tony: My favourite subject is Chinese. I can talk with my Chinese friends.

Module 5 My school day

Unit 2 We start work at nine o'clock.

Reading and vocabulary

1 Read the passage and put the pictures in order.

My school day

Hi! I'm Alex Greenall. I'm thirteen and I go to Park School in Oxford, England. I go to school on weekdays, but not on Saturday and Sunday. This is my school day. I get up at half past seven in the morning, and then have breakfast.

My school is next to my house. I go to school at half past eight and see my friends. We start work at nine o'clock. We have three lessons in the morning. My favourite subject is art.

At eleven o'clock, we have a break in the playground and I talk to my friends. They go to the playground and play football, but I don't like football.

We have lunch in the dining hall at half past twelve. I like school lunch! We have meat and rice with vegetables, or hamburgers. I drink juice or water.

We start lessons in the afternoon at half past one. We have two lessons in the afternoon. Then we go home at half past three.

In the evening, I watch TV and have dinner with my family. I do my homework and go to bed at ten o'clock.

Module 5 My school day

Unit 3 Language in use

Language practice

We have Chinese at eight o'clock.
We don't have maths.
Do you like maths?
Yes, I do.
In the evening, I watch TV and have dinner with my family.

1 Talk about your activities in a week.
I don't go to school on Sunday. I go to the park on Sunday.

2 Match the words in Column A with the words and expressions in Column B.

A: 1 have, 2 do, 3 go
B: a) dinner, b) your homework, c) to school, d) a break, e) an English lesson, f) to bed, g) home

Now talk about your school day.
I go to school at half past seven in the morning.

3 Complete the passage with the expressions from the box.

do homework get up go to school have a break
have breakfast have lunch start work

On Friday I have a busy day. I (1) _____ at half past six in the morning. Then I wash my hands and face, and (2) _____ at seven. At half past seven, I (3) _____ and (4) _____ at eight. There are four lessons in the morning. At twenty to ten, we (5) _____ for twenty minutes. We go to the playground and I talk with my friends. We (6) _____ in the school dining hall. In the afternoon, we have two lessons and go home at half past three. I don't (7) _____ on Friday evening. I do it on Saturday.

Learning to learn

We often use *have*, *do* and *go* in English. Make notes of all the expressions you hear or see: *have breakfast*, *do exercise*, *go swimming*.

Unit 3

4 Complete the sentences with *at*, *in* or *on*.

1 We go to school _____ the morning.
2 We don't go to school _____ Sunday.
3 We don't have a science lesson _____ Wednesday.

4 I get up _____ seven o'clock.
5 We go home _____ the afternoon.
6 We have dinner _____ half past six.

5 Complete the sentences with the words from the box.

because break homework interesting subject

1 We have maths after _____ today.
2 I like maths. It's my favourite _____.
3 Our maths teacher is very good and she makes it _____.
4 I like it _____ it's interesting.
5 I do my maths _____ first after school every day.

Around the world

The school day in the UK

In the UK, children have five lessons in the day and finish school at half past three in the afternoon. After school they go swimming, play football, have music lessons and play with their friends. They also do homework like you!

Module task: Talking about your ideal school day

6 Look through Module 5 and find expressions to say what you do and enjoy every day.

go to school play football ...

Now complete the table with information about your ideal school day.

8:00 am	go to school
10:00 am	...
12:00 am	...
...	...

7 Work in pairs. Talk about your ideal school day.



教学内容分析

Unit 3

综合语言运用课

What

话题下基于前两个单元内容的综合语言运用课。

- ✓ 围绕“我的学校生活”这一话题的动词短语和介词表达时间的运用。
- ✓ 跨文化教育拓展了英国学校的一天生活。
- ✓ 模块任务是让学生谈论他们理想中一天的学校生活。

学生通过本课写作任务的完成，能够整合本模块的所学内容，提高综合语言运用能力和合作能力，同时发挥想象力和创造力谈论理想中的学校生活。

Module 5 My school day
Unit 3 Language in use

Language practice

We have Chinese at eight o'clock.
We don't have maths.
Do you like maths?
Yes, I do.
In the evening, I watch TV and have dinner with my family.

1 Talk about your activities in a week.
I don't go to school on Sunday. I go to the park on Sunday.

2 Match the words in Column A with the words and expressions in Column B.

A	B
1 have	a) dinner
2 do	b) your homework
3 go	c) to school
	d) a break
	e) an English lesson
	f) to bed
	g) home

Learning to learn
We often use *have, do* and *go* in English. Make notes of all the expressions you hear or see: *have breakfast, do exercise, go swimming.*

Unit 3

4 Complete the sentences with *at, in* or *on*.

- We go to school _____ the morning.
- We don't go to school _____ Sunday.
- We don't have a science lesson _____ Wednesday.
- I get up _____ seven o'clock.
- We go home _____ the afternoon.
- We have dinner _____ half past six.

5 Complete the sentences with the words from the box.
because break homework interesting subject

- We have maths after _____ today.
- I like maths. It's my favourite _____.
- Our maths teacher is very good and she makes it _____.
- I like it _____ it's interesting.
- I do my maths _____ first after school every day.

Around the world

The school day in the UK
In the UK, children have five lessons in the day and finish school at half past three in the afternoon. After school they go swimming, play football, have music lessons and play with their friends. They also do homework like you!

Module task: Talking about your ideal school day

6 Look through Module 5 and find expressions to say what you do and enjoy every day.
go to school play football ...

Now complete the table with information about your ideal school day.

8:00 am	go to school
10:00 am	...
12:00 am	...
...	...

7 Work in pairs. Talk about your ideal school day.





学情分析

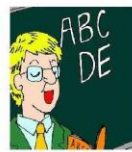


学情分析

已有基础:

我授课的班级是一所丰台区普通学校的学生，他们的整体英语水平不高且参差不齐。学生对本节课的话题非常熟悉，在前面两个单元中已学习了常见的科目名称，学习活动的表达和时间的表达法，为本节课的写作打下了一定的语言的基础。

School Subjects



English



math



music



Chinese



science



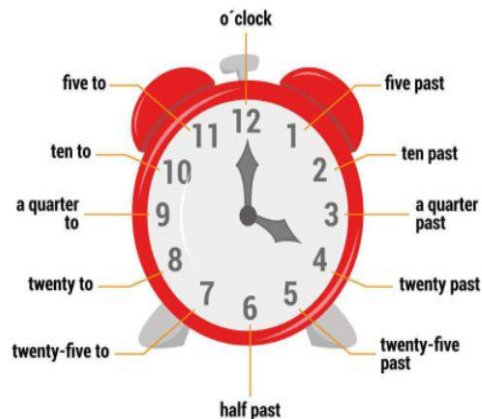
P.E.



history



geography

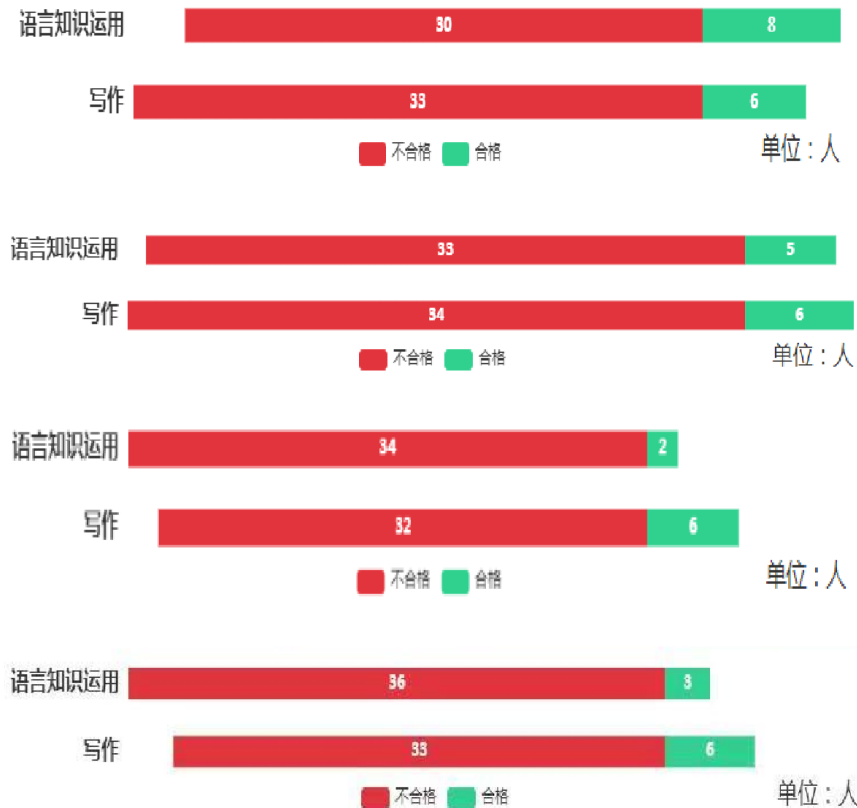


学情分析

存在问题：

1. 优诊学测评结果反映了我校学生英语学习整体基础偏弱，尤其对于基础词汇，语法，常见短语，固定搭配等掌握不牢，也因此影响他们在写作中的表达准确性。

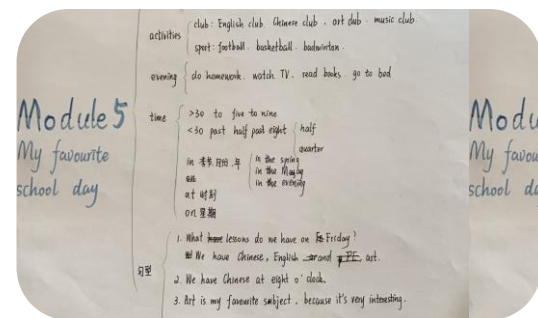
学生在完成本节课的写作任务时，最容易出错的是动词短语搭配和时间状语介词的用法。



学情分析

问题1的解决措施:

- ✓ **写作前**, 为提高学生语言表达的准确性, 教师引导学生借助**思维导图总结和整理**在听力和阅读中**所学的内容和语言**。针对**动词短语搭配和时间状语介词**的用法, 引导学生在**真实情境中内化巩固**, **落实其准确性**。
- ✓ **写作后**, 通过**设计评价表和示范使用符号**进行修改, 引导学生**发现、标注和修改自己的语言错误**, 进一步**提高语言准确性**。



Which day is your favorite school day?
What do you do on your favorite school day?

	Mon.	Tue.	Wed.	Thur.	Fri.
8:00	English	Maths	Geography	Chinese	Chinese
8:55	Politics	Chinese	Maths	Chinese	PE
10:20	Chinese	English	Maths	English	History
11:15	Biology	IT	Music	Geography	English
1:00	Maths	PE	English	Biology	Politics
1:55	PE	Art	PE	PE	Maths
2:55	Meeting	History	Biology	Science	Psychology
3:50	Activity	Writing	Activity	Club	Club
4:45	Activity	Activity	Activity	Activity	Activity

内容丰富 (至少40词)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
结构清晰 (总分总)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
语言准确 (时间介词等)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
作文修改符号	单词拼写错误	○
	多词	⊖
	少词	⊕
	表达有误	—
好词好句	~~~~~	



学情分析

存在问题：

2. 部分基础还可以的学生在以往的写作练习上也暴露出了内容不够充实的问题。

问题2的解决措施：

✓ 写作前，通过提供两篇课外阅读材料，学生可自由阅读，画出他们喜欢的内容和语言表达。通过阅读可进一步激活学生的思维，丰富学生的写作内容。





教学目标



教学目标

在本课学习结束时，学生能够：

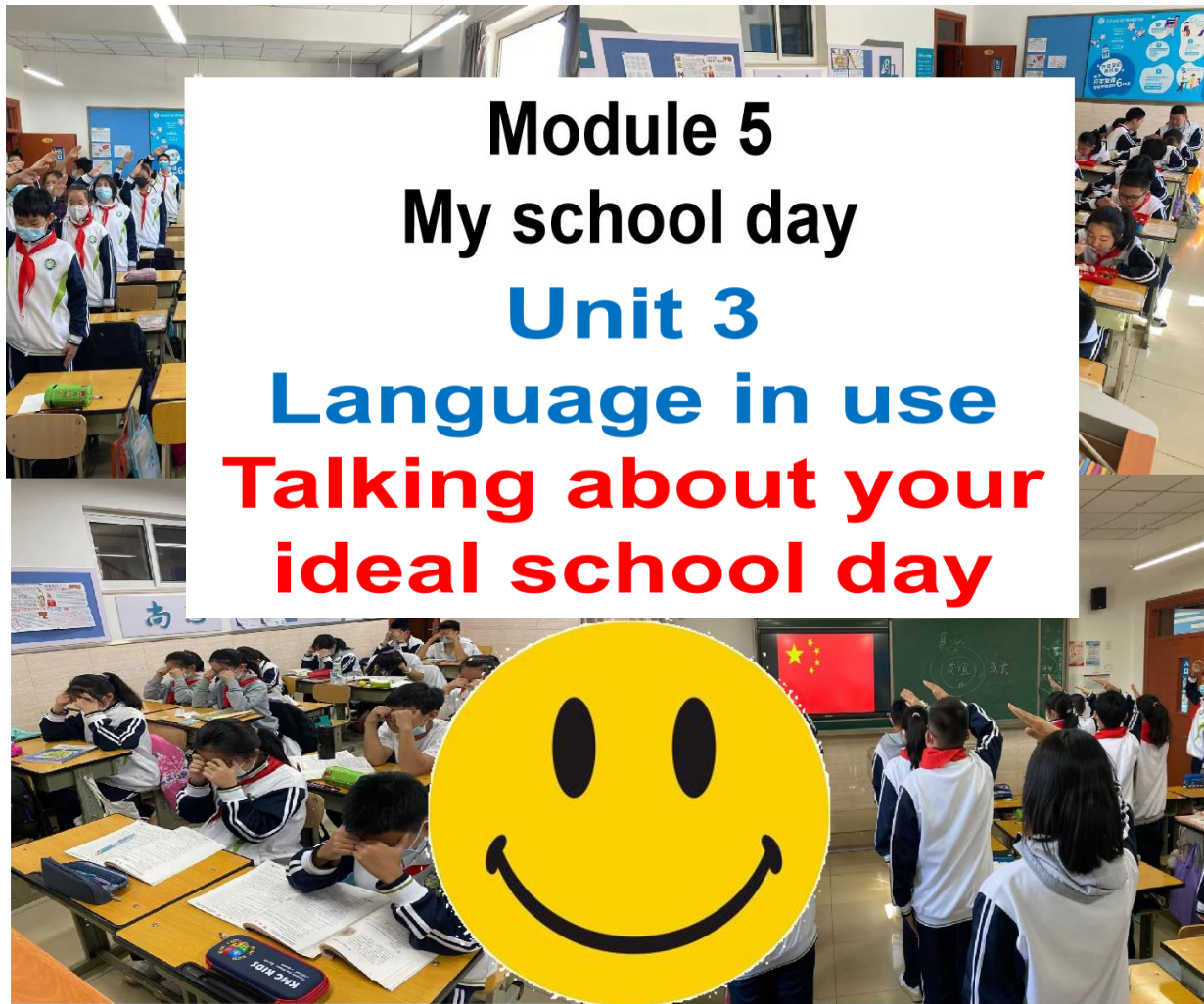
1. 通过聚焦语言表达，观察、总结介词表达时间的不同用法等。
2. 完成” My ideal school day”的时间表格并依据时间表格和作文评价表完成自己的作文初稿。
3. 利用作文修改符号完成作文的自评和互评，最终修改完善自己的作文。





教学过程





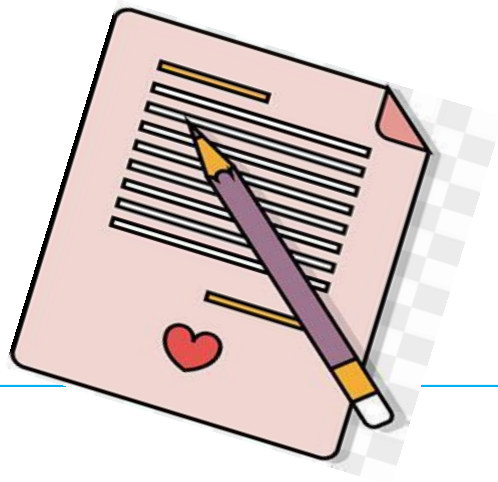
出示本课标题和学习任务。

意图：
直接引入课题，同时让学生能够很清楚本节课的学习目标。

Writing Task:

为了增进对同学们的了解，初一英语组将举行主题为**My ideal school day**的征文活动。

注意：安排要合理。

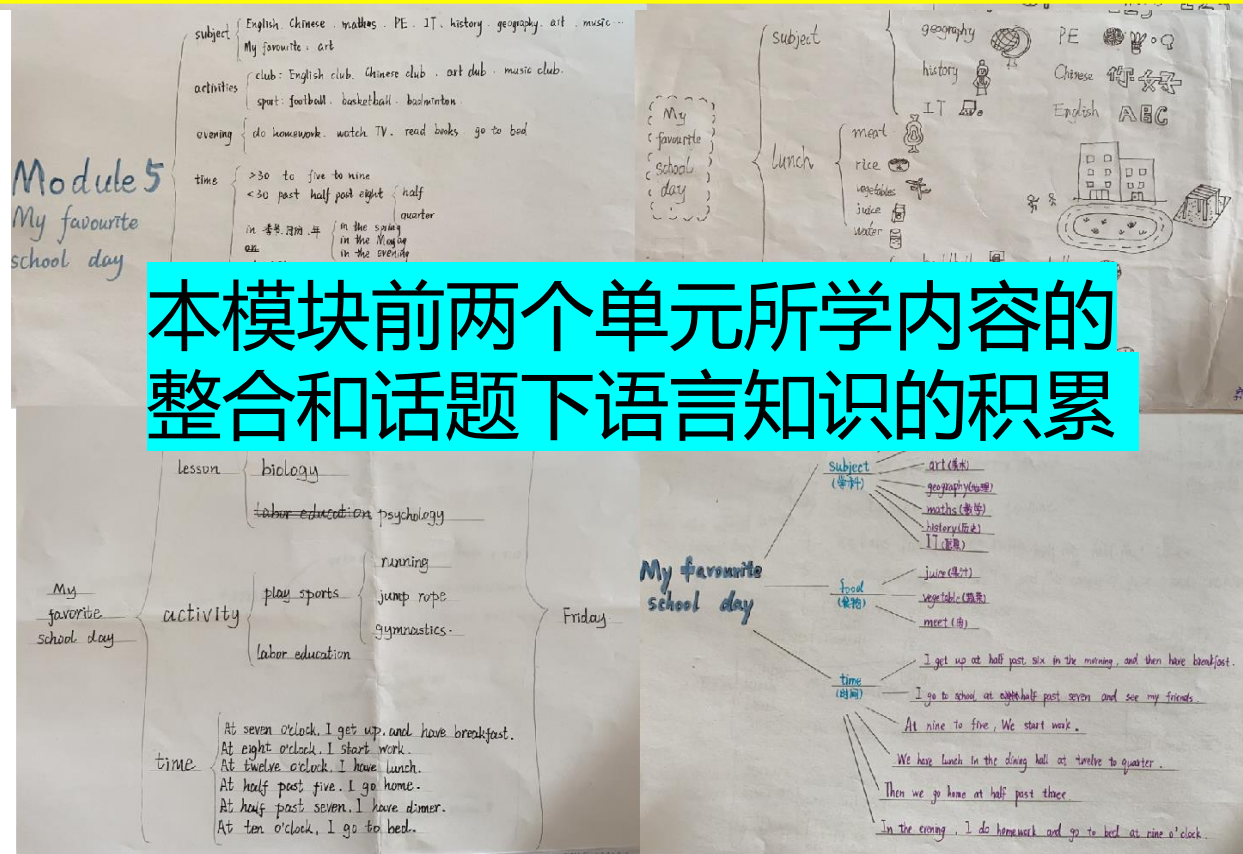


教师向学生出示本模块的写作任务。

意图：

依据“输出驱动假设”理论，出示输出任务激发学生学习动力，明确具体学习任务。

Which day is your favorite school day? What do you do on your favorite school day?



本模块前两个单元所学内容的整合和话题下语言知识的积累

1. 出示思维导图。

2. 对同学们的思维导图在内容和形式等方面给予积极的评价。

3. 提出问题，师生互动。

意图：

引导学生借助思维导图谈论自己最喜欢的学校日，口头运用所学。



板书设计:

Module 5 School Day
Language in use
Talk about your ideal school day.

I have English at 8:00. **on Monday/Tuesday..**
I have 4 classes in the morning. **in the morning/afternoon/evening**
I don't have Math on Friday. **at 8:00/9:00**

做...在...时
(时间状语)

on 加具体某一天

at 要加时间点

早午晚上要用 **in**

1. 在学生谈论My favorite school day时, 教师将含有时间状语的例句书写在黑板上。

2. 引导学生观察例句, 思考在谈论什么时间做某事时, 如何正确使用介词。

3. 在师生互动中建构时间状语的用法, 总结在黑板上。

意图:

引导学生聚焦写作任务中需要用到且容易出错的语言表达, 并总结正确的用法。



What do you do on your favorite school day?



have 4 classes
? morning



have a PE class
? 8:55



have a break
? 12:30



read books
? afternoon



have clubs
? Monday/
Wednesday/Friday



go home
? 5:30

出示六幅图片，引导学生
补全表达谈论图中的校园生
活。

意图：
通过完成基于话题情境的有
关时间状语的练习，初步运
用语言知识。

Which day is your favorite school day?
What do you do on your favorite school day?

Summer schedule

	Mon.	Tue.	Wed.	Thur.	Fri.
8:00	English	Maths	Geography	Chinese	Chinese
8:55	Politics	Chinese	Maths	Chinese	PE
10:20	Chinese	English	Maths	English	History
11:15	Biology	IT	Music	Geography	English
1:00	Maths	PE	English	Biology	Politics
1:55	PE	Art	PE	PE	Maths
2:55	Meeting	History	Biology	Science	Psychology
3:50	Activity	Writing	Activity	Club	Club
4:45	Activity	Activity	Activity	Activity	Activity

出示学校“夏季作息表”，引导学生自主表达最喜欢学校日的课程安排。

意图：
学生在真实的情境中进一步内化和巩固语言知识。



- Is your favorite school day your **ideal school day** ?
 - What is your **ideal school day** like?



教师提出问题，
引发学生思考。

意图：
通过思考问题，激活学生的思维，将话题内容从 favorite school day 过渡到 ideal school day。

What do you want to
write about
your ideal school day?



提出问题，
引导学生互相分享。

意图：
学生通过头脑风暴
构思自己想写的内容。

My ideal school

My ideal school starts at 9 a.m. and finishes at 3 p.m. We do not need to get up early, and we have lots of time for after-school activities. We only have an hour of homework every day.

We have an hour for lunch. There is a big clean dining hall. We have lunch and chat there. We listen to music at lunchtime. We wear school uniforms, but we do not wear ties.

Our classes are quite small. There are about 20 students in each class. We can choose subjects to study. I have Maths because Maths is very interesting. I love computers, so I have computer lessons every day.

There is a big library, a football field and a swimming pool. We have lots of clubs and after-school activities. Every month, we go on a school trip. We always have fun.



My ideal school day

My school starts at seven a.m. and finishes at four p.m. Luckily, students have many choices about what to learn. Among all my subjects, I like English best. I often chat with my friends in English.

We wear school uniforms. They fit us well. Meanwhile, my school has “No Uniform Day” as a way of showing ourselves every month. On that day, we can come to school and wear our beautiful clothes that we like.

We begin to have lunch at 12:00. And we have enough time for lunch. The school dining hall is like a restaurant. There are different kinds of tasty food for us to choose from. After lunch we can spend more time doing some outside reading.

What’s more, the students have different kinds of after-school activities for 1.5 hours every day. We can spend more time on our hobbies. There is a big playground in my school, and we also have four tennis courts and two swimming pools, so there is enough space for us to relax ourselves after a day of study. Every month, we go on a school trip to the beach or the countryside, we always have a lovely time.

This is my ideal school. If my dream can come true, it will be very cool!

由于学生头脑风暴分享的内容有限，为丰富学生的内容，提供两篇话题下的课外阅读，学生可自由阅读，画出他们喜欢的内容和语言表达。

意图：
激活学生的思维，为学生拓展更多的写作思路，丰富学生的写作内容。

Finish your **timetable** about your ideal school day.

My ideal school day	
Activity	Time
go to school	at 8:00

引导学生完成自己理想学校日的活动时间表，然后学生两人一组口头交流，全班再找几名學生进行分享。

意图：
通过完成时间表格和分享内容，为写作做准备，同时引导学生采用时间顺序思考和表达。





当学生在全班进行分享时，基于学生对理想学校日的构想，教师适时追问某些安排的原因。

意图：
给予积极向上的引导。

**Finish your writing task
according to your timetable.**

作文自评表

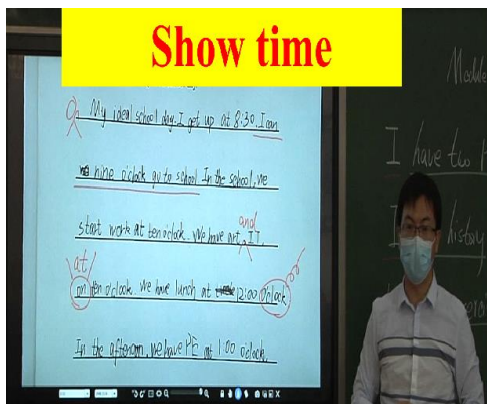
内容丰富（至少40词）	 
结构清晰（总分总）	 
语言准确（时间介词等）	 

1. 教师询问学生一篇好作文的标准是什么样的，在师生互动的过程中，共同构建作文的评价标准。

2. 引导学生依据时间表提纲和三条评价内容完成初稿。

**意图：
通过评价表的建构达到以评促写，
以评促学。**





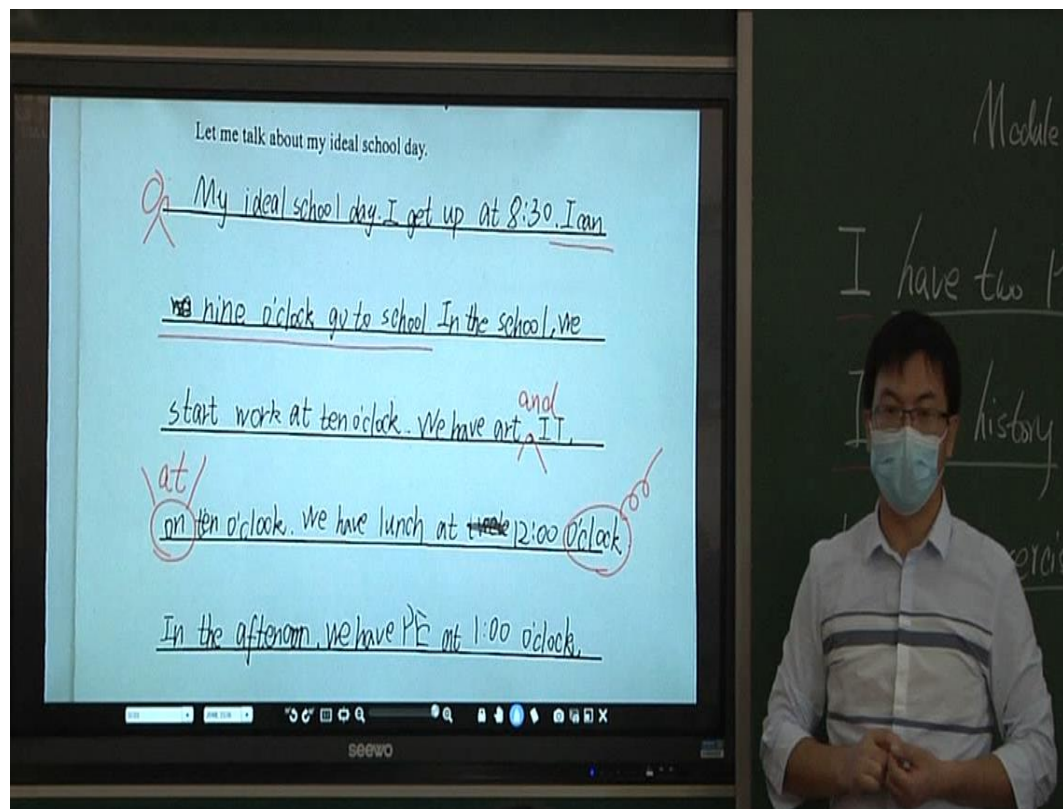
作文自评表






内容丰富（至少40词）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
结构清晰（总分总）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
语言准确（时间介词等）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
作文修改符号	单词拼写错误
	多词
	少词
	表达有误
	好词好句

挑选一名学生的作文到台上进行**评价和反馈**。教师依据反馈评语的特点：

1. 首先在**内容、字数和结构**等方面给予**正面的评价**。
2. 在**肯定了优点后**，**聚焦语言表达的准确性**。
3. 出示**作文修改符号**，以此学生作文为例**示范如何发现、标记和修改表达错误**。

学生借助作文修改符号完成两人互评。
基于互评，学生自我完成作文的修改。



作文自评表	
内容丰富（至少40词）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
结构清晰（总分总）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
语言准确（时间介词等）	YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
作文修改符号	单词拼写错误 
	多词 
	少词 
	表达有误 
	好词好句 

教学过程

Post-writing: 班级展示

My ideal school day
Let me talk about my ideal school day.
On ~~my~~ ¹ ideal school day, I ^{get up at 8:00, I} go to school at 9:00.
We have three lessons in the morning. ~~We start~~
at 9:30.
We have lunch in the classroom at 12:00.
We have meat and cola.
We have ~~lessons~~ three lessons in the afternoon.
We go home at 4:00. ~~This is my ideal school day.~~

2. Finish your writing.
My ideal school day
Let me talk about my ideal school day.
~~On~~ ^{on} my ideal school day, I can get up at ~~9:00~~ ^{8:30} and I go to school at 9:00.
We start work at 9:30. then I ~~not want~~ have ^{in the morning} maths, PE, English and IT, ~~because~~ ^{because} they are interesting. We have lunch at 12:00. We have fruits, meat ~~and~~ and some ~~hamburger~~ hamburger or pizza. At 1:00 we have a break. We can do some sports ~~in~~ in the playground.
Thirteen minutes later, we start lessons in the afternoon.
Then I go home ~~at 4:30~~ at 4:30.
In the evening I watch TV and have dinner, and I go to sleep at 10:00.

My ideal school day
Let me talk about my ideal school day.
Hello!, everyone. This is my ideal school ^{day}. I get up at eight o'clock and then have breakfast.
We ^{go to school} ~~start work~~ at nine o'clock, and we start work at ten o'clock. We have two lessons in the morning. At twelve o'clock, we have lunch and have a break. ^{In the afternoon,} ~~We~~ ^{we} have lessons at one o'clock. We have ^{two} PE and IT in the afternoon. At three o'clock, we have ^{part} PE club. We go home at four o'clock.
In the evening, I watch TV and go to sleep at ten o'clock.



Homework

**Self-edit your own
writing according to the
writing evaluation table.**





教学反思



教学反思

亮点:

1. 落实教、学、评一体化。

教师在教学过程中不仅注重对学生的**过程性评价**，以评促教，以评促学；且在最终的作文任务中师生共同协商**制定作文的评价标准**，使学生以评促写。

2. 提升学生语言表达准确性。

针对“语言的准确运用”，写前引导学生借助**思维导图总结和整理**了听力和阅读中**所学的内容、语言以及介词的使用**，然后从单句到语篇，通过循序渐进的练习活动帮助学生内化和巩固，提高学生在主题语境中语言表达的准确性。



教学反思

不足：

1. 由于学生整体水平不高，基本语句表达上面的问题比较大，所以本节课的重点围绕着语言的准确性，读写结合只体现在课前对前两节课内容和语言的总结，课上提供的课外材料也主要是给部分基础好的学生丰富内容。

对于读写如何更好的结合，来体现read for content, read for structure, read for language是我今后的研究重点。

2. 七年级上的学生从小学过渡到中学，学习重点从听说到读写。为了提升语言准确性，除了互查标错等方式，还需要探索更多的形式来帮助学生树立语言准确性的意识以及进一步提升他们的表达能力。



谢谢！

