

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 ——

基于诊断测评的初三英语语音教学 策略研究的教学设计

—北师大九年级Lesson 17 People in Our Lives

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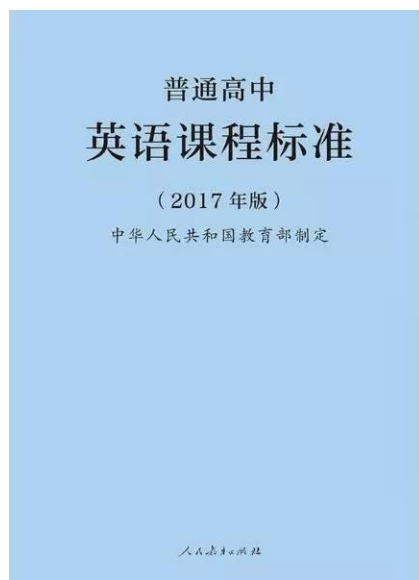
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语音教学是**语言教学的重要内容**之一。自然规范的语音、语调将为有效的**口语交际**打下良好的基础。语音教学应注重**语义与语境**。（P30）



语音知识和语音能力的培养都应该在**语境**中进行。（P20）

教师应重视通过**听力练习、口头模仿和朗读**训练，帮助学生形成一定的语感，提高表达的自信心和流畅性。（P20）



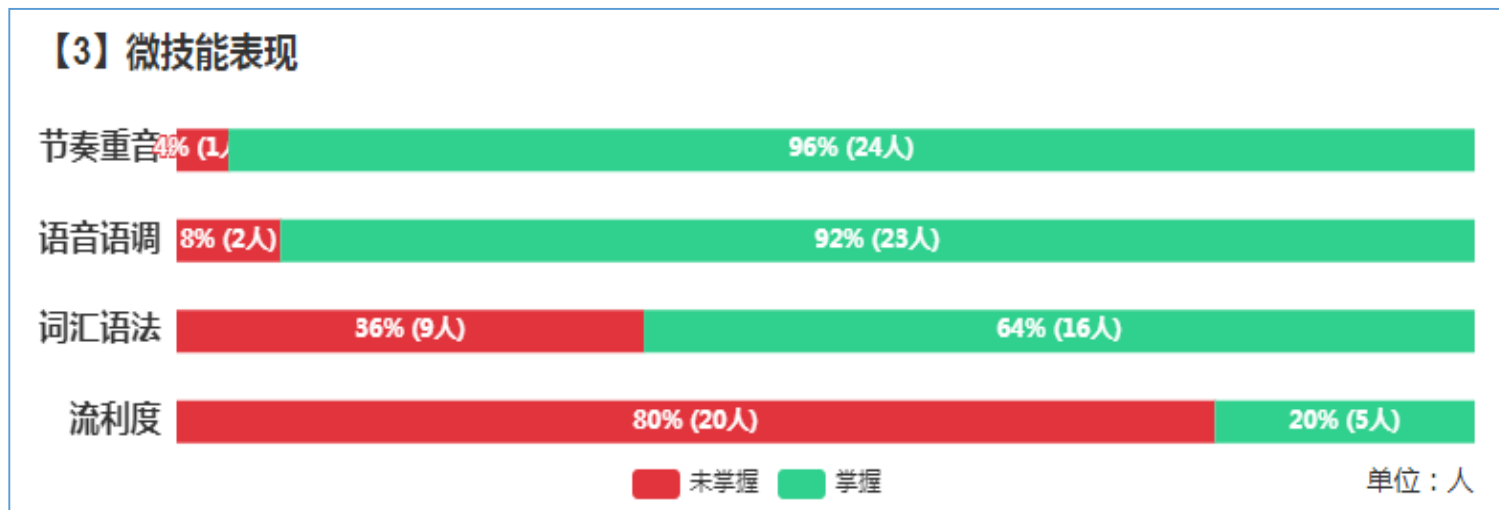


02

(基于诊断测评结果的)
学情分析



基于优诊学的学生口语微技能测评结果



流利度、词汇语法（描述能力）不足



优诊学平台给出的教学建议

描述能力

流利度

教学建议：

- 结合九年级常用话题，**示范**学生如何运用课本所学的语言表达方式，如**语篇结构**，常用句型，基本时态，各种词组等开展口语描述活动。
- 开展多种目的、多种形式的**口语活动**，强调描述真实事情发生、发展的主要情节过程。
- 引导学生运用教材所授的恰当语言方式，**描述**图片或照片所显示的**主要内容**。

描述能力

流利度

教学建议：

- 流利度是口语能力的综合体现。当有交际需求时，我们会注意到自己掌握的语言不足以表达自己想要表达的意义，这个时候会出现不流利现象，改变口语表达不流利的根本方法是要**多说，多模仿**，同时注意**积累**英语常用的表达。
- 结合九年级常用话题，**检查和巩固**学生对流利性口语活动要点的掌握，如逻辑结构，常用口语表达等。
- 开展多种形式，具有多种交际目的的**口语活动**任务，知道学生描述真实事情发生、发展的主要情节或过程。



基于优诊学诊断报告的教学建议

描述能力、流利度

(1) **示范**语音、语言表达方式，如语篇结构、常用句型、词组等。

(2) **多说、多模仿、积累**英语常用表达法。

(3) 开展**多种**目的、形式的**口语任务**。



基于榜样话题的学情分析

已有基础

1. 话题熟悉。已经学习过关于王选、刘洋和姚明的人物介绍。
2. 具备描述人物的语言储备。

存在困难

1. 榜样话题的语篇结构模糊、常用句型等积累不足。
2. 朗读和口语表达中不能根据意群停顿，流利度还需提高。
3. 口头表达描述榜样的能力还不足。



突破措施

1. 通过**示范**榜样话题的语篇结构；借助常用短语等复述所听榜样人物；**内化语篇结构和常用短语；发展学生对榜样的描述能力。**

2. 通过模仿朗读、示范、由控制性到半控制性练习意群划分、停顿、连读；**发展学生的流利度。**

3. 通过创设讨论、演讲等真实语言交际活动，**综合提升学生对榜样的描述能力和流利度。**

问题1

问题2

问题3



03

(体现诊断测评结果的)
语篇研读



17 People in Our Lives

Warm-up

1 What do you know about these people? Do you think they are good role models?

- Lei Feng
- Qian Xuesen
- Guo Mingyi
- Ren Changxia

Example

Ren Changxia was a policewoman. She worked hard to help a lot of people. I think she's a good role model.



Listening

2 Three students are talking about their role models. List Who talked about these things?

B = Bella A = Adam L = Lily

- 1 Although she doesn't work anymore, she is busy
- 2 He always tells the truth.
- 3 He helps me when I'm feeling sad.
- 4 I think he's special, not strange.
- 5 She often rides her bike and goes hiking.
- 6 He is like a friend to me.



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 each other and worked together, instead of trying to be right, you could know what it was. I hope you've learned your lesson.

importantly, he always gives me the support I need when I'm having difficulties.

I remember my last year of junior high. I had just failed an important test and I was very worried. Then, on a peaceful night, my dad came to my room and said, "Do you know why snow is white? The answer is: It has forgotten its original color." Then I realised that I shouldn't let this failure bother me. Now that I've achieved my goal, I feel I owe it to my father. I just want to say, "Thank you, Dad."

Adam: Hi. My name is Adam. My role model is my neighbour Ms Li. She is in her eighties now but she is still young at heart. Unlike many other people her age, Ms Li is very active and enjoys outdoor activities. I often see her riding her bike in the park and she goes hiking every week. She says it makes her feel young.

Many people think that the life of retired people must be slow and boring, but Ms Li's life isn't. She has taught piano lessons to children since she retired. She also spends a lot of time doing volunteer work. I've learned a lot from Ms Li. She has helped me understand that people won't be old if they still have a great love for life.

Lily: Hello. I'm Lily. Many people think of famous people as their role models but for me, my role model is my cousin, Jack. He does everything according to a plan.

For example, he makes a plan for the whole week and he sticks to the plan. What's more, nobody can change his plan! Some people might find that strange, but I think it's amazing. He's a very honest person. I've never heard him tell a lie.

At school, he's an excellent student and he never looks down on anyone. In our family, he's the oldest cousin so he always sets a good example for us. I want to follow his example.

Unit 8

Lesson 23 Exercise 3

Chairman Wilson, ladies and gentlemen, Welcome to the Roseland Centre. It's an honour to be here tonight as we present the award for Discovery of the Year. The winners this year have done a great job to help us understand human health. Their discovery will certainly improve our quality of life in the years to come. This discovery wasn't made easily. I want to take this time to share some of their difficulties with you. They spent long hours in laboratories, libraries, offices and at home. Some had the support of their husbands and wives, others did not. I have great respect for their hard work. Without the most modern equipment, they did their best with what they had. And above all, they never gave up. Just like Charles Kettering, who said, "Believe and act as if it were impossible

Lesson 17 Exercise 2

Bella: Hello everyone. I'm Bella. I'm going to talk about my dad. He is the person I treasure most. I would prefer to use the word "friend" to describe him. My dad allows me to do anything I like, well, as long as it's not against his rules. We have the same interests and we often share books with each other. But most

本课是北师大九年级 Lesson 17 People in Our Lives? 的第一课时，是一节听说课。话题是role models。主题语境是人与自我。本课所谈到的榜样人物是学生生活中的人物。因此，学生有情感的共鸣，具备口头表达的内驱力。

what

本课听力文本是Bella, Adam和Lily共3人分别陈述自己的role models。

文本分为3部分。第一部分是Bella陈述自己的榜样是他的爸爸。因为爸爸就像自己的朋友，我们有共同的爱好，并且在我有困难时他帮助我。第二部分是Adam陈述自己的榜样是邻居李女士。李女士80多岁了，但心态年轻、积极，喜欢户外活动，花大量时间参加志愿者活动。从她身上我学到人如果对生活充满了热爱，就永远不会老。第三部分是Lily陈述自己的榜样是自己的表哥Jack。他做一切事情都按计划来，同时他很诚实，从不说谎。他很优秀但从看不起别人。因此，我要向他学习。



why

通过学习3人对自己榜样的描述，学生能体验到榜样可以是具有不同优秀品质的普通人，并能从自己的身边寻找榜样，向榜样学习，从而让自己也能成为别人的榜样。

how

本课有2条主线。明线是运用了have a great love, set a good example, look down on, give sb some support 等短语描述榜样的行为以及特点，帮助学生学习如何运用积极的词汇描写榜样。暗线是每个人在描述自己的榜样时都按照一定的语篇结构来组织，即①我的榜样是谁 (**who**)；②为什么他/她是我的榜样（提出观点+举例说明）(**why**)；③我学到了什么（榜样的影响）(**what**)。



04

教学目标与教学过程



教学目标

本课结束时，学生能够：

知识

1

通过听获取榜样的信息，归纳、演绎榜样话题的语篇结构(who/why/what)和常用短语等，提升语篇知识；通过示范、练习停顿、意群划分、连读，提升语音知识。

能力

2

通过谈论榜样和描述自己心中的榜样，发展对榜样的说的流利度和描述性能力。

素养

3

通过对榜样的优秀品质的探究，增强对榜样人物的认识，树立榜样不仅是名人也可以是身边普通人的价值观，从而成为别人的榜样。



教学过程

听前

- 歌曲导入话题
- 谈论已经学过的名人

听中

- 1st 整体听获取主要信息
- 2nd 分3部分听, 分别获取细节信息

听后

- 跟录音模仿朗读
- 示范停顿、意群、连读
- 练习停顿、意群划分与连读
- 根据语篇结构、常用短语等复述榜样
- 讨论榜样的品质
- “我的榜样” 的演讲

作业：采访并总结3代人的榜样的异同



听前

Pre-listening

Who are usually our role models?



Role models usually the persons who **have made a great difference to** our life.



Yao Ming



J.K. Rowling



设计意图：通过歌曲导入role models的话题，并通过谈论学生已经学过的名人激活对榜样的认识。



听中

Opinions(O) or Examples (E)



Bella

3. He helps me when I'm feeling sad. **E**

6. He is like a friend to me. **O**



Adam

1. Although she doesn't work anymore, she is busy every day. **O**

5. She often rides her bike and goes hiking. **E**



Lily

2. He always tells the truth. **E**

4. I think he's special, not strange. **O**

教学目标1

设计意图：第一遍整体听获取3个主人公的各自榜样的主要信息，并对听到的信息进行观点句和事实句的分析、判断。



Listening 2nd

Listen to the first part and fill out the table



| | |
|------|---|
| Who | My father |
| Why | He is the person I treasure most, I would prefer to use the word friend to describe him. O |
| E | 1. My dad allows me to do anything I like as long as it's not against his rules . |
| | 2. We have the same interests and we often share books with each other. |
| | 3. Most importantly, he always gives me the support I need when I'm having difficulties. |
| | 4. Last year I failed my important test and was very worried, my father talked to me and told me that I shouldn't let this failure bother me. Now I've achieved my goal . |
| What | I feel I owe it to my father. I just want to say, "Thank you, Dad." |

Listening 2nd

Listen to the second part and answer the questions



1. Why is Ms Li Adam's role model?

- O** She is in eighties but she is **young** at heart.
She is very **active** and enjoys outdoor activities.

2. What does Ms Li do?

- E** **A.** I often see her riding her bike in the park and she goes hiking every week.
B. She has taught piano lessons to children since she retired.
C. She always spends a lot of time doing volunteer work.

3. What has Adam learnt from her?

People won't be old if they still have a great love for life.

Listening 2nd

Listen to the third part and make a right choice.



Why does Lily think Jack is special, not strange?

- A.** He does everything according to a plan. First he makes a plan, then he sticks to the plan but sometimes he changes his mind.
E **B.** He is very honest and I have seen him lie.
C. He is an excellent student and he helps anyone.

教学目标1

设计意图：第二遍分3部分听，分别通过听记录关键短语、回答问题、做出选择的方式获取3个主人公的各自榜样的细节信息，并对听到的信息进行who\why (opinion-example) \what的语篇结构解构并引导学生聚焦核心词组。



听后

After-listening

Listen and read aloud 

Try to imitate what you hear!

设计意图:听后模仿录音跟读, 核对所听信息、内化信息和语言。

教学目标1



Presentation

停顿与意群

停顿 (Pausing) : 为了使意思表达得更清楚或者是换气的需要, 在说话或朗读时经常需要停顿。停顿发生在意群之间, 但在同一意群之内则不可停顿, 以免影响意义的理解。

意群 (sense group) 是指几个相邻的、在意义和语法结构上紧密联系、表示整体意思的一组词语。可以是表达某种意义的一个(组)词、一个短语、一个分句、一个主句或者从句。用“|”符号表示。

Presentation

意群划分

1. We three / are all good students / in school.

主语、系动词+表语、介词短语

2. There is / a cute cat / right under the desk.

动词短语、名词短语、副词+介词短语

3. Yesterday / Tom and Kate / played games.

按句子成分划分

4. Last Sunday evening / most of my classmates / went to Christmas party / held by Mr. John.

副词短语、名词短语、谓语、分词

5. She asked me / to tell her / that she had to buy / some DVDs / for her son.

主谓宾、动词不定式(分词)、关系词(连词)+从句、名词短语、介词短语

教学目标1

设计意图: 就学生朗读中的问题展示停顿、意群划分的语音知识。



听后

Practice

Let's read it more fluently!



He is the person I treasure most, I would prefer to use the word friend to describe him. My dad allows me to do anything I like as long as it's not against his rules. We have the same interests and we often share books with each other. Most importantly, he always gives me the support that I need when I'm having difficulties.

Last year I failed my important test and was very worried, my father talked to me and told me that I shouldn't let this failure bother me. Now I've achieved my goal. I feel I owe it to my father. I just want to say, "Thank you, Dad."

连读：同一意群内，两个相邻单词首尾音素自然的拼读在一起，中间不停顿。即：词尾辅音+词首元音

Practice

Let's read it more fluently!

Hi. My name is Adam. My role model is my neighbor Ms Li. She is in her eighties now but she is still young at heart. Unlike many other people her age, Ms Li is very active and enjoys outdoor activities. I often see her riding her bike in the park and she goes hiking every week. She says it makes her feel young. Many people think that the life of retired people must be slow and boring, but Ms Li's life isn't. She has taught piano lessons to children since she retired. She also spends a lot of time doing volunteer work. I've learned a lot from Ms Li. She has helped me understand that people won't be old if they still have a great love for life.

教学目标2

设计意图：由控制性练习到半控制性练习，巩固、内化停顿、意群、连读的语音知识。



Self Challenge

My Role Model



1. Why is Ms Li Adam's role model?

in eighties be young
be active Outdoor activities

2. What does she do?

ride her bike go hiking
teach piano lessons to do volunteer work

3. What has Adam learnt from her?

be old (if) ... have a great love for...

Pay attention to your pausing(sense group)and linking !

Self Challenge

My Role Model



who

Cousin, Jack

why

according to a plan , make a plan, stick to,
change his plan(X),
an honest person, tell a lie,
an excellent student, never look down on, the
oldest cousin, set a good example

what

follow his example

Pay attention to your pausing(sense group)and linking !

教学目标2

设计意图: 根据所提示的语篇结构、常用短语等复述所听信息, 内化语篇结构和短语、语音等语言知识, 为口语交际提供信息、语言和结构化思维的支撑。



听后

Discussion

What do the 3 role models have in common?

Common people who are around us

A role model is a person who _____ .



Work hard to make our city clean



Inspire us



Defend our country

教学目标3

设计意图:讨论榜样的共同点和给榜样下定义, 进一步探究主题意义, 为后面的口语表达提供语言、思维的支撑。



听后

After-listening

Who is your role model?



Production

Speech

Good afternoon! Teachers and my classmates!
It's my honor to stand here to talk about my role model.

My role model is _____.
The reason why he /she is my role model is that I **admire** him/her. First,.... Second,...

opinion

explanation

What/learn

Try to speak more fluently!

教学目标2

教学目标3

设计意图: 展示学生照片激活学生说的兴趣, 通过“我的榜样”的演讲运用本课所学语篇结构、语言知识, 发展学生对榜样的描述性能力和流利度。



听后

Homework

1. Interview one of your parents and one of grandparents about his/her role model.
2. Compare your three role models.
3. Report your finding in our next class.

who



why



what

Try to speak more fluently!

教学目标2

教学目标3

设计意图: 采访并归纳3代人的榜样的异同点的作业, 不仅进一步练习了对榜样的描述性能力和流利度; 还对榜样主题进行了进一步探究。



亮点

1. **借助优诊学平台，开展精准化教学。**
借助优诊学诊断出的学生说的问题和给出的教学建议，有针对性地设计教学活动，解决学生在“说”中实际存在的具体问题。
2. **基于诊断开展教学评一体化，教学效果明显。**
课堂教学为学生后续的学习提供了可操作的解决措施。本班学生在第一次听说机考中，满分率有了很大的提升。
3. **促进了学生知识、能力、情感价值观的融合发展。**
学生在榜样的主题语境中，有效地融合了语音、语篇等语言知识的学习；发展了听说技能；加深了对榜样的认识，促进了学生英语学科核心素养的发展。

不足

学生的学习方式还可以多样化，课堂教学中老师的指导较多。



谢谢！

