

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生 英语口语提问能力的教学课例

姓名: 张宏佳 单位: 北京景山学校

目 录

01. 指导思想 and 理论依据

02. 教学背景分析

03. 教学目标

04. 教学过程

05. 教学特色及反思





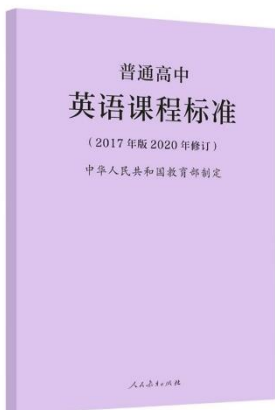
01

指导思想 and 理论依据





学生语言学习和实践活动应包括学习语言知识和发展语言技能的过程，使学生在语言实践活动中，通过**接触、理解、操练、运用语言**等环节，逐步实现**语言知识的内化**；应有助于学生学会用英语做事情，特别是**用英语获取、处理和传递信息，表达简单的个人观点和感受，从而提升实际语言运用的能力。**



在实际教学中，教师要**根据学生的实际情况**，设计由浅入深、由易到难的各种语言实践活动。要注意听、说、读、看、写等过程中**微技能的培养**。如口头表达中发起交谈、维持交际、转移话题、重复、举例、解释等技能。





口语互动能力

张琳、金艳（2016）提出基于交互构念理念构建口语互动能力概念描述框架的初步设想，将口语交际策略分为**口语表达策略**和**口语交互策略**。其中**表达策略**包括**成就、回避、拖延**等为**解决个人表达困难**采用的策略，**交互策略**包含**合作、话轮转换和解决交互问题**等与**他人交互**过程中采用的策略。



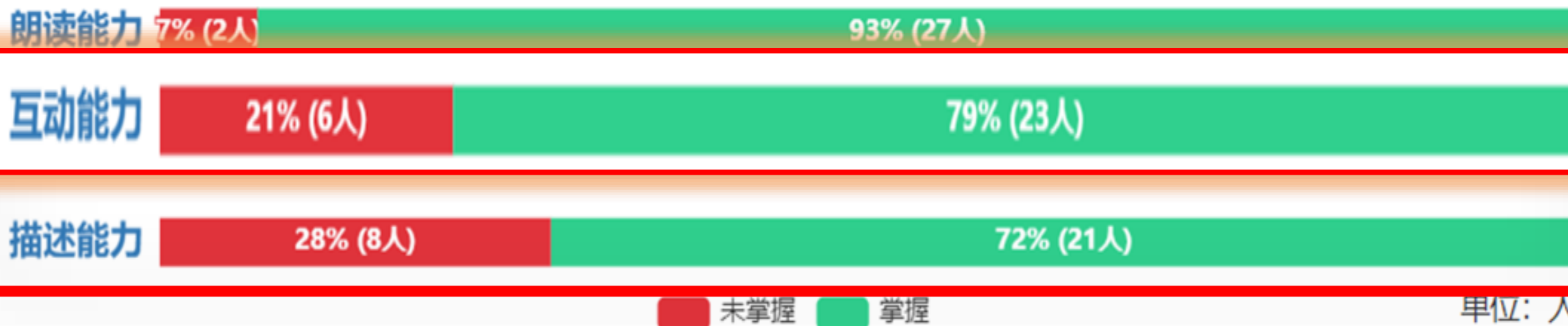


教学背景分析



1. 通过优诊学平台测试发现的学生问题

【2】任务表现



回听录音：



通过平台提供的回放功能逐一回听学生在互动能力测试中的表现，发现学生在互动交流中暴露出的提问意识不强和提问表达能力弱等问题。

反思教学聚焦问题：



平时的口语教学中，教师经常引导学生进行对话朗读训练，并没有关注学生口语中互动能力，尤其是提问能力的培养。



2. 学生的基本能力分析

自然情况:

- 七年级学生，大部分学生对英语学习有兴趣，基础比较扎实，乐于表达。
- 本节课学习内容为八年级上册内容。

语言知识:

- 学习过一般过去时、祈使句和表达建议的句型。
- 前一模块中，学习了过去进行时在讲故事的语境中，表示过去某个时刻或者某一时段正在进行或持续的动作。

语言技能:

- 比较关注听中获取和整合信息，并根据笔记口头转述。
- 绝大部分学生能流利朗读对话短文。
- 能在单轮对话中回答问题，但进行多轮次问答的能力有待加强，尤其是提问能力偏弱。



3. 教学内容分析

Module 8 Accidents
Module task: Writing a news report about an accident

Unit 1 While the lights were changing to red, a car suddenly appeared.

Listening and vocabulary

1 Look at the picture and say what is happening. Use the words and expression in the box to help you.

accident driver happen
mobile phone policewoman road

2 Listen and underline the correct words. Ω

1 The driver was / was not going fast.
2 The driver was / was not looking.
3 The driver was / was not talking on his mobile phone.

3 Listen and read. √

Betty: Good morning, Ms James! You look pale. Are you all right?
Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.
Daming: That's very dangerous!
Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.
Lingling: Did the boy stop?
Ms James: No. And the driver was talking on his mobile phone.
Betty: So did the car hit the boy?
Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.
Tony: That's too bad.
Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?
Betty: Don't ride too fast.
Daming: Don't ride side by side with your friends.
Ms James: Anything else?
All: Don't listen to music!

Everyday English

- Are you all right?
- That's very dangerous
- That's too bad.
- Anything else?

Tapescript

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

听说课


“人与自然” → “灾害防范”

本课的内容有两段对话，谈论事故发生的经过以及在路上需要注意的安全事项，突出安全常识与自我保护的主题。



3. 教学内容分析

对话1:

Tapescript 

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

What


警察询问司机事故发生经过。

警察嘱咐司机行车时不要使用手机。



3. 教学内容分析

对话1:

Tapescript 

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.


Why

引导学生们要在路上注意交通安全，遵守交通规则。



3. 教学内容分析

对话1:

Tapescript 

Policewoman: How did the accident happen?

Driver: I was driving along the road and...

Policewoman: How fast were you going at the time?

Driver: I wasn't going fast.

Policewoman: Where were you going?

Driver: I was going along the road, just here.

Policewoman: Where was the boy on the bike going?

Driver: I didn't see him.

Policewoman: Were you looking?

Driver: No, I wasn't.

Policewoman: Were you using your mobile phone?

Driver: Yes, I was.

Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

How

询问事故发生经过

询问事故发生时的状况



3. 教学内容分析

对话2:

3 Listen and read. 🎧

Betty: Good morning, Ms James! You look pale. Are you all right?
Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.
Daming: That's very dangerous!
Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.
Lingling: Did the boy stop?
Ms James: No. And the driver was talking on his mobile phone.
Betty: So did the car hit the boy?
Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.
Tony: That's too bad.

Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?
Betty: Don't ride too fast.
Daming: Don't ride side by side with your friends.
Ms James: Anything else?
All: Don't listen to music!

Everyday English

- Are you all right?
- That's very dangerous!
- That's too bad.
- Anything else?

What

事故发生的过程

在路上骑车要注意的安全事项



3. 教学内容分析

对话2:

3 Listen and read. 🎧

Betty: Good morning, Ms James! You look pale. Are you all right?
Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.
Daming: That's very dangerous!
Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.
Lingling: Did the boy stop?
Ms James: No. And the driver was talking on his mobile phone.
Betty: So did the car hit the boy?
Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.
Tony: That's too bad.
Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?
Betty: Don't ride too fast.
Daming: Don't ride side by side with your friends.
Ms James: Anything else?
All: Don't listen to music!

Everyday English

- Are you all right?
- That's very dangerous!
- That's too bad.
- Anything else?

Why

引导学生们要在路上注意交通安全，遵守交通规则。



3. 教学内容分析

对话2:

3 Listen and read. 🎧

Betty: Good morning, Ms James! You look pale. Are you all right?
Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.
Daming: That's very dangerous!
Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.
Lingling: Did the boy stop?
Ms James: No. And the driver was talking on his mobile phone.
Betty: So did the car hit the boy?
Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.
Tony: That's too bad.
Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?
Betty: Don't ride too fast.
Daming: Don't ride side by side with your friends.
Ms James: Anything else?
All: Don't listen to music!

Everyday English

- Are you all right?
- That's very dangerous!
- That's too bad.
- Anything else?

How

描述目睹的事故主要使用了一般过去时和过去进行时


讨论在路上骑车要注意的安全事项主要使用祈使句的肯定形式和否定形式



4. 语篇对于学生口语能力提升的价值

2 Listen and underline the correct words. Ω

1 The driver was / was not going fast.
2 The driver was / was not looking.
3 The driver was / was not talking on his mobile phone.



Tapescript

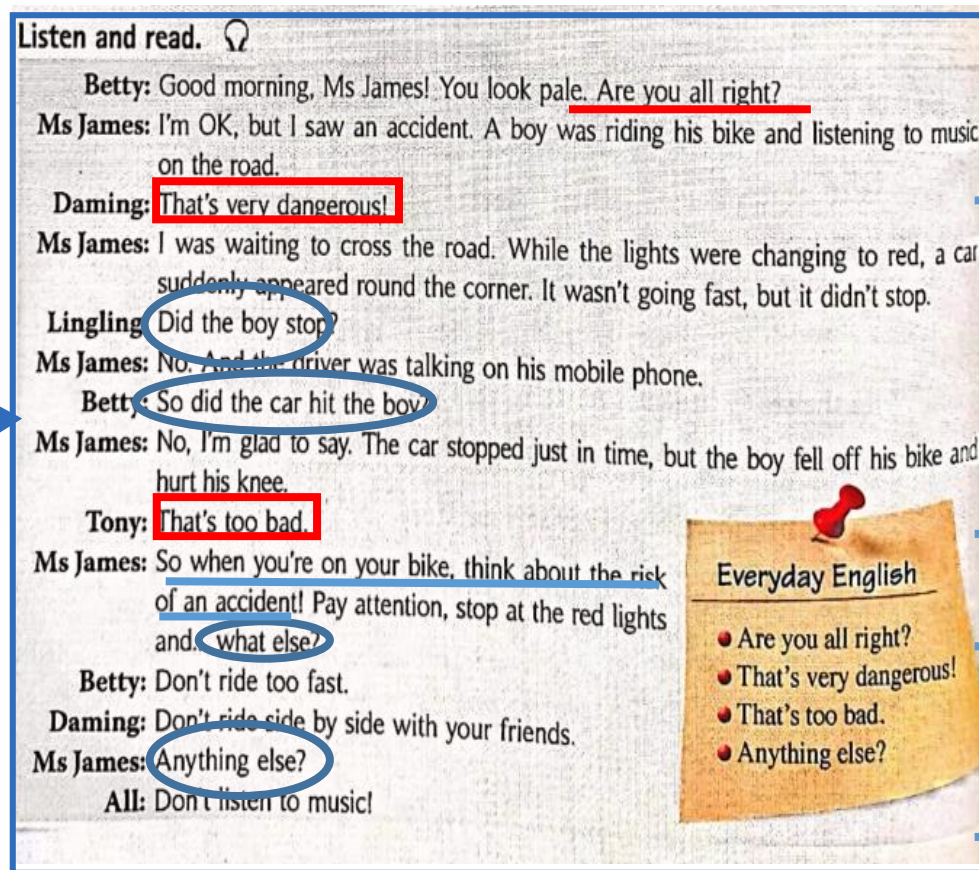
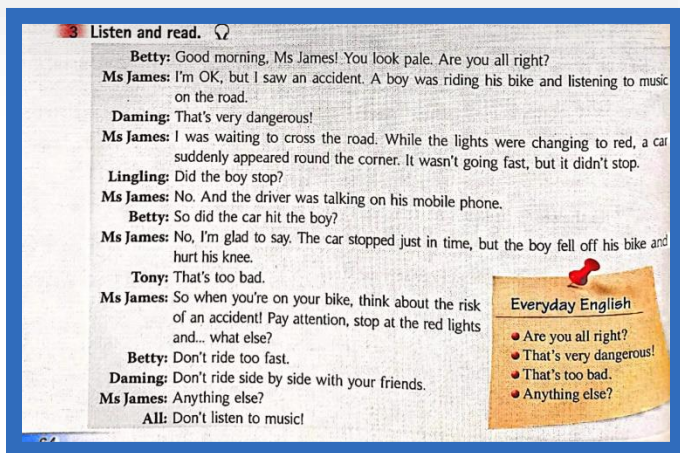
Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

适合学生
学习和练
习口语提
问能力

(警察询问司机事故发生的情况)



4. 语篇对于学生口语能力提升的价值



发起交谈

维持交际

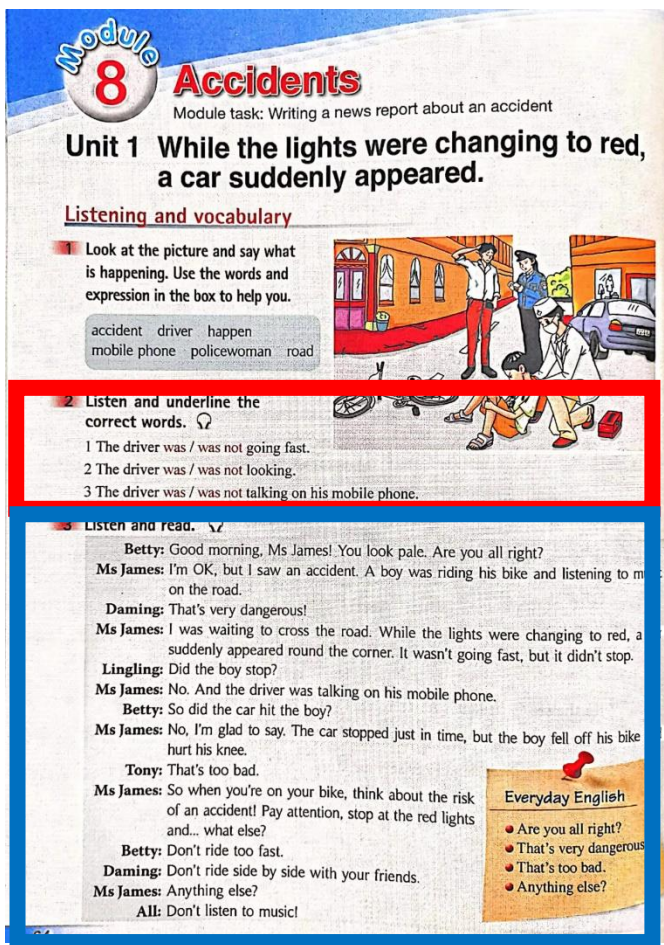
转移话题

维持交际

有助于学生体会和练习口语互动能力



4. 语篇对于学生口语能力提升的价值



实际教学中调整对话使用顺序

对交通事故了解有限，没学习过用过去进行时描述事故发生的过程及情况。

获取和梳理事故发生的过程、原因等信息，并内化语言和信息。

在警察询问司机事故发生情况的情境中，引导学生自然地关注到口语中的提问和互动。





教学目标



通过本课的学习，学生能够：

- 1. 获取、梳理事故发生的过程、事故发生的原因的信息以及在路上骑车需要注意的安全事项的建议；**
- 2. 根据情境，询问和描述事故发生时的状况；**
- 3. 分析和讨论在路上应该注意的安全事项以及遵守交通规则的意义。**





教学过程





交通安全



Listen and read.

Betty: Good morning, Ms James! You look pale. Are you all right?
 Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.
 Dumpling: That's very dangerous!
 Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.
 Lingling: Did the boy stop?
 Ms James: No. And the driver was talking on his mobile phone.
 Betty: So did the car hit the boy?
 Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.
 Tony: That's too bad.
 Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?
 Betty: Don't ride too fast.
 Dumpling: Don't ride side by side with your friends.
 Ms James: Anything else?
 All: Don't listen to music!

Everyday English

- Are you all right?
- That's very dangerous!
- That's too bad.
- Anything else?

Tapescript

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: How fast were you going at the time?
Driver: I wasn't going fast.
Policewoman: Where were you going?
Driver: I was going along the road, just here.
Policewoman: Where was the boy on the bike going?
Driver: I didn't see him.
Policewoman: Were you looking?
Driver: No, I wasn't.
Policewoman: Were you using your mobile phone?
Driver: Yes, I was.
Policewoman: So, that's not good. You mustn't use your mobile phone while you are driving.

Module 8 Accidents



Listen and answer the question.



What are Ms. James and her students mainly talking about?

Listen and check the questions the policewoman asked.



Listen to the dialogue part by part and complete your notes of the questions.

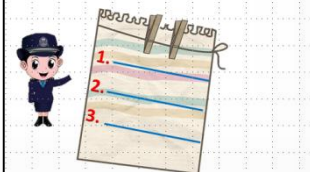


- How did the accident happen?
- How fast were you going at the time?
- Where were you going?
- Where was the boy on the bike going?
- Were you looking?
- Were you using your mobile phone?

Act it out.



What traffic rules should we follow on the road?



遵守交通规则
的意义



教学目标1：获取、梳理事故发生的过程、事故发生的原因的信息以及在路上骑车需要注意的安全事项的建议。

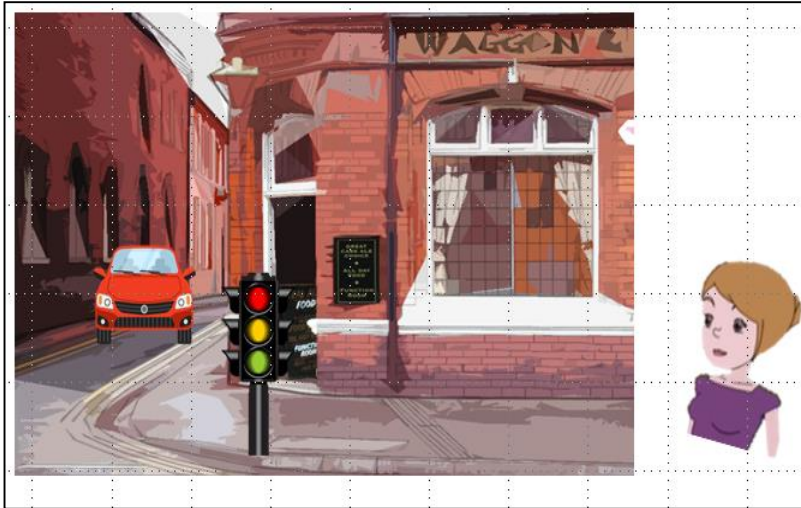
- **Step 1：导入。学生看图解释Accidents的词义，并简单描述图中事故，猜测事故是如何发生的。**

Module 8 Accidents

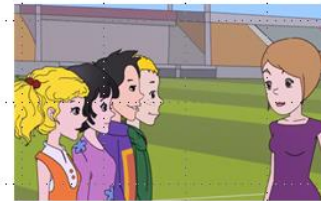


教学目标1：获取、梳理事件发生的过程、事故发生的原因的信息以及在路上骑车需要注意的安全事项的建议。

- **Step 2: 听力活动—听对话概括主要内容。**



Listen and answer the question.



What are Ms. James and her students mainly talking about?



教学目标1：获取、梳理事件发生的过程、事件发生的原因的信息以及在路上骑车需要注意的安全事项的建议。

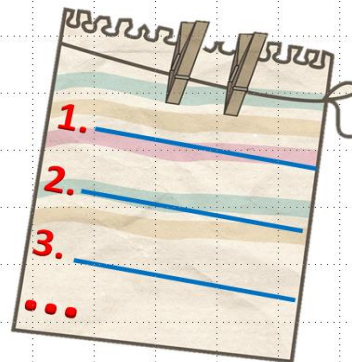
- Step 2: 听力活动—听对话记录并梳理事件发生的过程的信息以及在路上骑车需要注意的安全事项的建议。

Listen and take notes about how the accident happened.



1. What was the boy doing?
2. What happened while the lights were changing to red?
3. What happened then?

Listen and take notes about what the students should / shouldn't do when they are riding bikes.



教学目标1：获取、梳理事件发生的过程、事故发生的原因的信息以及在路上骑车需要注意的安全事项的建议。

• Step 3: 听录音跟读

Listen and read.

3 Listen and read. Ω

Betty: Good morning, Ms James! You look pale. Are you all right?

Ms James: I'm OK, but I saw an accident. A boy was riding his bike and listening to music on the road.

Daming: That's very dangerous!

Ms James: I was waiting to cross the road. While the lights were changing to red, a car suddenly appeared round the corner. It wasn't going fast, but it didn't stop.

Lingling: Did the boy stop?

Ms James: No. And the driver was talking on his mobile phone.

Betty: So did the car hit the boy?

Ms James: No, I'm glad to say. The car stopped just in time, but the boy fell off his bike and hurt his knee.

Tony: That's too bad.

Ms James: So when you're on your bike, think about the risk of an accident! Pay attention, stop at the red lights and... what else?

Betty: Don't ride too fast.

Daming: Don't ride side by side with your friends.

Ms James: Anything else?

All: Don't listen to music!



Everyday English

- Are you all right?
- That's very dangerous!
- That's too bad.
- Anything else?




教学目标2：根据情境，询问和描述事故发生时的状况。

• Step 4: 听对话并记录警察询问司机的问题


<p>Guess the questions the policewoman asked.</p> <p>1</p> 	<p>Listen and check the questions the policewoman asked.</p> <p>2</p> 
--	--

Listen again and take notes about the questions the policewoman asked.

3



Listen to the dialogue part by part and complete your notes of the questions.




4

- How did the accident happen?
- How fast were you going at the time?
- Where were you going?
- Where was the boy on the bike going?
- Were you looking?
- Were you using your mobile phone?

Compare the questions the policewoman asked and the questions you guessed.

5



教学目标2：根据情境，询问和描述事故发生时的状况。

- Step 4-1：预测警察询问司机的问题。

Guess the questions the policewoman asked.



1

学生课上预测警察询问的问题：（板书）

What's your name?

Were you driving fast?

Did you hit the boy?

What were you doing while you were driving?

Did you stop while the lights were changing to red?


...



教学目标2：根据情境，询问和描述事故发生时的状况。

- Step 4-2: 听对话并判断预测的问题是否和警察实际询问司机的问题相符。相符或者相类似的请打勾。

Listen and check the questions the policewoman asked.



2

- * What's your name?
- * Where do you live?
- * What's your phone number?
- * Were you driving fast?
- * What were you doing while you driving?
- * Did you stop while the lights were changing to red?
- * Did you hit the boy?

学生学案



教学目标2：根据情境，询问和描述事故发生时的状况。

- Step 4-3: 听对话并记录警察询问的问题。

Listen again and take notes about the questions the policewoman asked.



3

How ^{did} the accident happened?
How fast were you ~~driving~~ ^{going} at the time?
Where were you ~~driving~~ ^{going}?
Where were the boy ^{going}?
Were you looking? ^{on the bike}
Were you ~~talking on~~ ^{using} your ^{mobile} phone?

学生学案



教学目标2：根据情境，询问和描述事故发生时的状况。

- Step 4-4: 按话轮听对话，并补全警察询问司机的问题。

Listen to the dialogue part by part and complete your notes of the questions.



- How did the accident happen?
- How fast were you going at the time?
- Where were you going?
- Where was the boy on the bike going?
- 4 Were you looking?
- Were you using your mobile phone?

How ^{did} the accident happen?
How fast were you ~~driving~~ ^{going} at the time?
Where were you ~~driving~~ ^{going}?
Where were the boy going?
Were you looking? ^{on the bike}
Were you ~~talking on~~ ^{using} your ^{mobile} phone?

学生学案



教学目标2：根据情境，询问和描述事故发生时的状况。

- Step 4-5: 对比警察询问的问题和学生预测的问题，圈出学生自己预测到而警察未提问司机的问题，并讨论评判这些问题的意义。


* What's your name?
* Where do you live?
* What's your phone number?
* Were you driving fast? ✓
* What were you doing while you driving? ✓
* Did you stop while the lights were changing to red?
* Did you hit the boy?

How ^{did} the accident happened?
How fast were you ~~driving~~ going at the time?
Where were you ~~driving~~ going?
Where were the boy going?
Were you looking? ^{on the bike}
Were you ~~talking on your phone~~ using mobile?



教学目标2：根据情境，询问和描述事故发生时的状况。

• Step 5: 表演警察和司机的对话

Act it out. 

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: (how fast)
Driver: (wasn't)
Policewoman: (where, the boy)
Driver: (didn't see)
Policewoman: (were, look)
Driver: (no)
Policewoman: (were, mobile phone)
Driver: (yes)

1

IV. Act it out.↵


Policewoman: (how, the accident, happen)↵
Driver: (drive along)↵
Policewoman: (how fast)↵
Driver: (wasn't)↵
Policewoman: (where, the boy)↵
Driver: (didn't see)↵
Policewoman: (were, look)↵
Driver: (no)↵
Policewoman: (were, mobile phone)↵
Driver: (yes)↵

2



教学目标2：根据情境，询问和描述事故发生时的状况。

• Step 5: 表演警察和司机的对话

Act it out. 

Policewoman: How did the accident happen?
Driver: I was driving along the road and...
Policewoman: (how fast)
Driver: (wasn't)
Policewoman: (where, the boy)
Driver: (didn't see)
Policewoman: (were, look)
Driver: (no)
Policewoman: (were, mobile phone)
Driver: (yes)

1



教学目标2：根据情境，询问和描述事故发生时的状况。

• Step 5: 表演警察和司机的对话

IV. Act it out.

Policewoman: (how, the accident, happen)

Driver: (drive along)

Policewoman: (how fast)

Driver: (wasn't)

Policewoman: (where, the boy)

Driver: (didn't see)

Policewoman: (were, look)

Driver: (no)

Policewoman: (were, mobile phone)

Driver: (yes)

2

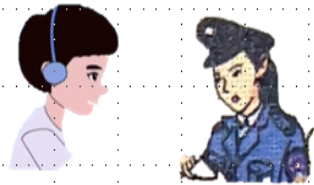


教学目标2：根据情境，询问和描述事故发生时的状况。

• Step 6: 自编对话进行表演

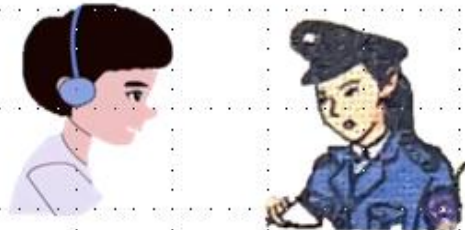
Write down the questions the policewoman asked the boy about the accident.

1



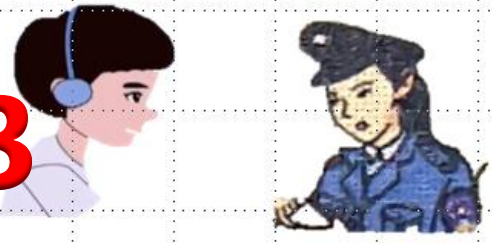
Work in pairs.

2



Act it out.

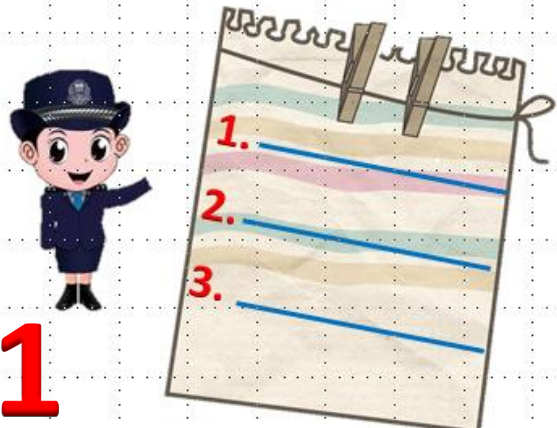
3



教学目标3：分析和讨论在路上应该注意的安全事项以及遵守交通规则的意义。

• Step 7: 讨论分析

What traffic rules should we follow on the road?




1.

2.

3.

1



Why should we follow traffic rules?

2





教学特色及反思



特色1. 以诊断测评结果为依据，精准聚焦问题。

诊断报告：“口语的互动能力和描述能力有待提高”

学生学习薄弱点：

**缺乏提问意识
提问时不能正确使用问句的基本结构
提问时没有正确运用时态**

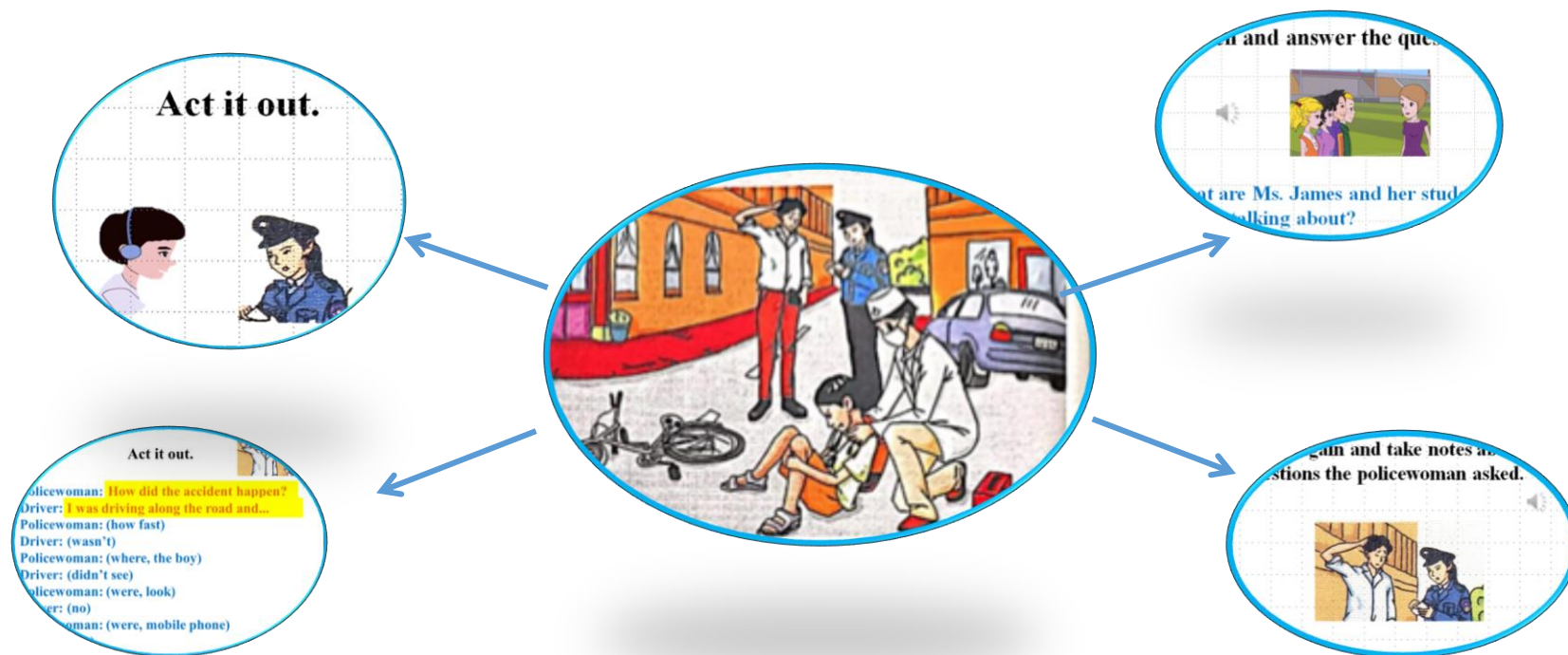
教师教学中存在的问题：

需要关注学生口语中互动能力，尤其是提问能力的培养

改进教学设计，创设真实情境，引导学生进行充分的口语互动练习，培养学生口语互动能力和迁移创新能力



特色2. 创设情境，引导学生创造性使用语言。



通过创设生活化的情境，培养学生用英语做事情的能力，既促进了学生口语互动能力的培养，也促进了学生逻辑思维能力和批判思维能力的发展。



反思:

1. 充分利用朗读文本，提升学生口语互动能力。

* 结合交通安全话题，从语用视角引导学生进行口语互动练习。

* 在学生朗读中引导学生通过模仿内化的方式，注意利用语音语调等的变化，体现口语交流中的互动和交际。



反思：

2. 注重口语输出活动的真实性，促进学生口语能力提升。

*** 利用活动卡片，创造信息差，提升互动性。**

*** 口语表演中，注意引导学生合理利用肢体语言、表情等传达信息。**



谢谢！

