

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
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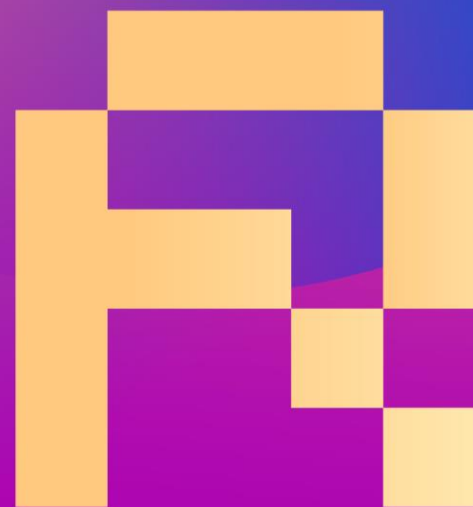
基于诊断性测评提升学生口语表达能力的教学案例

以外研版必修二 Unit 6 Earth First

Using language-Environmental problems to be solved 为例

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01

诊断结果分析

诊断结果分析：

高一年级的学生

听力和表达培养阶段

能够倾听要点和细节

难以捕捉较长完整信息

能够简短表达自己观点

难以准确和系统地表达

一、口语综合表达能力

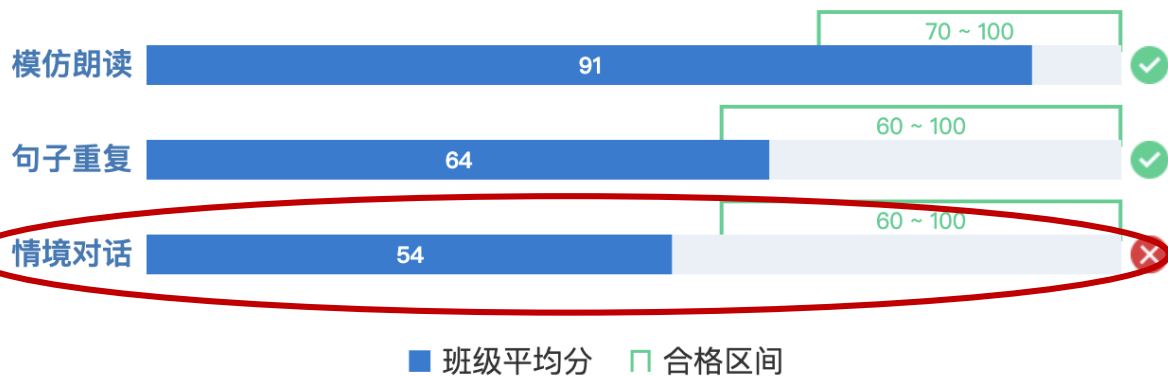
您班学生本次口语诊断测试的班级平均分为：69分。

您班学生的口语能力达到高一年级的**较好水平**，能使用正确的语音语调进行朗读，并能理解不同语音、语调、语气和节奏所表达的意图。能使用常见词汇简单交流日常事物，表达比较流利。能较为完整、准确地转述他人话语。



诊断结果分析:

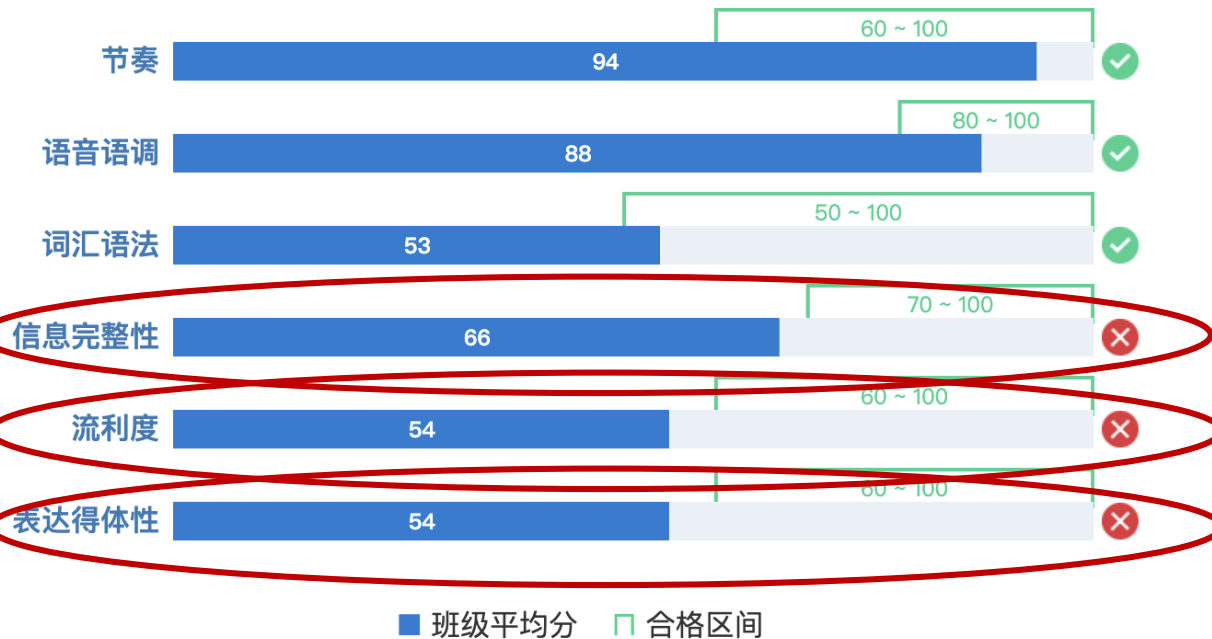
二、各任务表现



注: 点击任务名称可查看对应能力描述。

您班学生的弱项任务为: **情境对话**

三、各能力项表现



注: 点击能力项名称可查看对应能力描述。

您班学生的弱项能力项为: **表达得体性** 流利度 信息完整性

诊断结果分析：

测评反馈的问题

反思问题形成的原因

弱项任务

情境对话

缺乏真实语境下的对话练习，输出前没有足够的输入准备。

主动理解和吸收信息

听

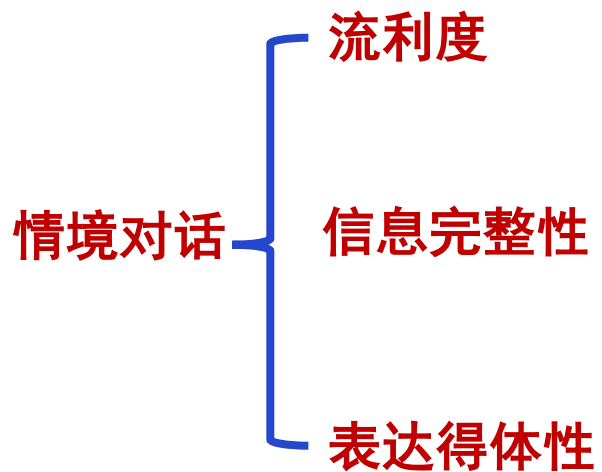
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主动表达和传达信息

诊断结果分析：

测评反馈的问题

反思问题形成的原因



英语常用表达的积累不足，口语练习不足。

在交流中缺乏较强的理解能力、甄别主次信息的能力。

欠缺考虑交际目的、交际对象，对得体表达的积累不足。

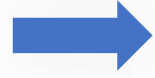
02

教学计划

测评反馈的问题



反思问题形成的原因



教学调整

情境对话

组织同学间或者老师与同学间英语的口头交流，如角色扮演等活动。如果可能，将对话录音，请学生回听自己的对话，引导学生分析其中存在的问题。

流利度

注意英语常用表达的积累。组织学生间、教师与学生之间的对话练习，增加学生开口的机会。

信息完整性

给学生增加听力理解的练习，例如note-taking的活动；在此基础上，提高口头表达能力。

表达得体性

在教学中指导学生注意针对不同交际对象选取不同的语言形式，并创造机会让学生多加练习。



03

教学设计

文本分析:

主题语境: **人与自然**

主题语境内容: **关爱地球、保护环境。**

本单元从人类面临的诸多环境问题入手,引出单元话题,并进一步深入讨论了动物保护、自然保护区、全球变暖、空气污染、生活中的环保误区等子话题。

该听说材料的语篇类型是一篇谈论空气污染的演讲稿。该材料涉及语言知识的语用知识范畴,要求学生“根据交际具体情境,正确理解他人的态度、情感和观点,运用得体的语言形式,如礼貌、直接或委婉等方式,表达自己的态度、情感和观点。”



教学目标:

通过本节课的学习，学生能够：

1. 关注环境问题，发表自己的观点看法。（提升口语表达**流利度**）
2. 听取要点并记笔记，用完整的句子回答问题。（提升口语表达中的**信息完整性**）
3. 使用交际功能用语礼貌打断别人。（提升对**表达得体性**的认识）

教学过程:

Watch and think



Listen for the main idea



Listen for details



Think and share



Listen for the structure



Talk and present



Assignment

学习理解



应用实践



迁移创新

Watch and think

学习理解 → 应用实践 → 迁移创新

Activity 1

Watch and think.



What environmental problem is mentioned in the video?



smog



Smog comes from the words "smoke" and "fog", and it is used to describe the air pollution in cities caused mainly by traffic and factories. Smog can be dangerous because it causes severe breathing problems and infections.

Did You Know?

Did you know?

1. What is smog?

Smog is the air pollution in cities caused mainly by traffic and factories.

2. Where does "smog" come from?

Smog comes from the words "smoke" and "fog".

3. Why is smog dangerous?

Because it causes severe breathing problems and infections.

Activity 1

Watch and think.



What other harmful effects can smog cause?

1. Coughing and wheezing
2. Burning sensation in eyes and throat
3. Risk of serious heart diseases
4. Risk of serious lung disease
5. Dangerous for people suffering from asthma
6. Smog can also kill plants.
7. Smog is also ugly.

处理方式：学生观看视频，就老师提问自由发表看法和观点。
设计意图：引导学生进入主题并激活学生已有背景知识。
针对解决的问题：**弱项能力项——口语表达的流利度。**

Listen for the main idea

学习理解 → 应用实践 → 迁移创新

Activity 2

Listen for the main ideas.



Can you predict what will be talked about in the lecture?

- ☁️ ▪ 1 What the word "smog" means.
- ☁️ ▪ 2 When the word "smog" appeared.
- ☁️ ▪ 3 What caused smog in the past.
- ☁️ ▪ 4 What causes smog now.
 - 5 The effects of smog on the environment.
- ☁️ ▪ 6 How governments try to reduce smog.
 - 7 What will happen if we don't reduce smog.

处理方式：学生推测听力主要内容，然后听录音检验推测结果。

设计意图：帮助学生在听的过程中获取文章主旨大意。

能力要求：概括与整合、获取与梳理。

Listen for details

学习理解 → 应用实践 → 迁移创新

Activity 2

Listen for details.

Listen and complete the slides.

Smog in the past

- Term created in: ¹ _____
- Big problem in London: ² _____
December 1952
- Causes of the problem: _____

Smog in the present

- Causes of the problem: ⁴ _____
and factories
- Measures: rules about using ⁵ _____ in
factories and ⁶ _____ in
the city centre

处理方式：学生通过听录音完成幻灯片，引导学生听后用完整的句子回答问题。

设计意图：帮助学生理解并获取听力材料细节信息，为之后相关话题的讨论提供细节支撑。

针对解决的问题：**弱项能力项——信息完整性。**

Activity 4

Think and share.



What other measures can you give to reduce smog?

- Drive less and use public transportation.
- Put limits on chemicals released into the air.
- Avoid products that release harmful smoke.
- Avoid gas-powered equipment and use electric appliances instead.
- Use renewable sources of energy.
- Use smog towers.



处理方式：通过设计问题讨论，引导学生去听取、记录、整合信息，并用自己的语言进行流利的表达。
设计意图：激发学生积极思考，根据主题表达的需要，组织语言列出主要信息。
针对解决的问题：**弱项能力项——口语表达的流利度。**

Listen for the structure

学习理解 → 应用实践 → 迁移创新

Activity 5

Listen for the structure.



Listen again and take notes.

What does the lecturer say to begin a lecture?

What do the students say to interrupt the lecturer politely?

What does the lecturer say to respond to the interruption?

begin	
interrupt	
respond	

处理方式：学生听录音，记录听力材料中出现的相关表达。

设计意图：帮助学生感知真实情境下的交际表达，学会如何礼貌地打断他人。

针对解决的问题：**弱项能力项——表达得体性。**

Listen for the structure

学习理解 → 应用实践 → 迁移创新

Activity 6

Analyze the structure.



1. What does the lecturer say to begin a lecture?

Lecturer: Good evening, everyone, and thank you for coming to today's talk. I'm Dr Brown and I'm going to talk about air pollution in cities – what we all know as "smog". Please feel free to stop me if you have any questions. So, first of all, a bit of history. The term "smog" was first used in the 1800s in cities that had problems with smoke and fog.

Student A: Sorry for interrupting, but I believe it was in the 1900s.

Lecturer: Sorry, I made a mistake. You are right. It was in the 1900s. Thank you. London was one of the cities where smog caused big problems. In December 1952, it suffered from "The Great Smog". It was a very cold winter, so a lot of coal was burned at home and in the factories. The problem was that there was no wind, so thick smog covered the city. Nowadays...

Student B: Excuse me, but can I just ask – did the smog cause any deaths?

Lecturer: I'm afraid so. According to research, about 4,000 people are known to have died as a result of the smog, but that number could be much higher. It was terrible! Nowadays, smog still exists, but is produced by chemicals coming from traffic and factories. However, governments are taking measures to reduce smog as much as possible. Now, let's look at what smog does to our health...

Student A: If I could just stop you again... Can you give us examples of these measures?

Lecturer: Well, for example, factories must follow rules about what chemicals they use. In some cities, when there's smog, people have to pay to drive in the centre. Now, let's move on to the impact of smog on our health...

Activity 6

Analyze the structure.



2. What do the students say to interrupt the lecturer politely?

Lecturer: Good evening, everyone, and thank you for coming to today's talk. I'm Dr Brown and I'm going to talk about air pollution in cities – what we all know as "smog". Please feel free to stop me if you have any questions. So, first of all, a bit of history. The term "smog" was first used in the 1800s in cities that had problems with smoke and fog.

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Activity 6

Analyze the structure.



3. What does the lecturer say to respond to the interruption?

Lecturer: Good evening, everyone, and thank you for coming to today's talk. I'm Dr Brown and I'm going to talk about air pollution in cities – what we all know as "smog". Please feel free to stop me if you have any questions. So, first of all, a bit of history. The term "smog" was first used in the 1800s in cities that had problems with smoke and fog.

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Lecturer: Sorry, I made a mistake. You are right. It was in the 1900s. Thank you. London was one of the cities where smog caused big problems. In December 1952, it suffered from "The Great Smog". It was a very cold winter, so a lot of coal was burned at home and in the factories. The problem was that there was no wind, so thick smog covered the city. Nowadays...

Student B: Excuse me, but can I just ask – did the smog cause any deaths?

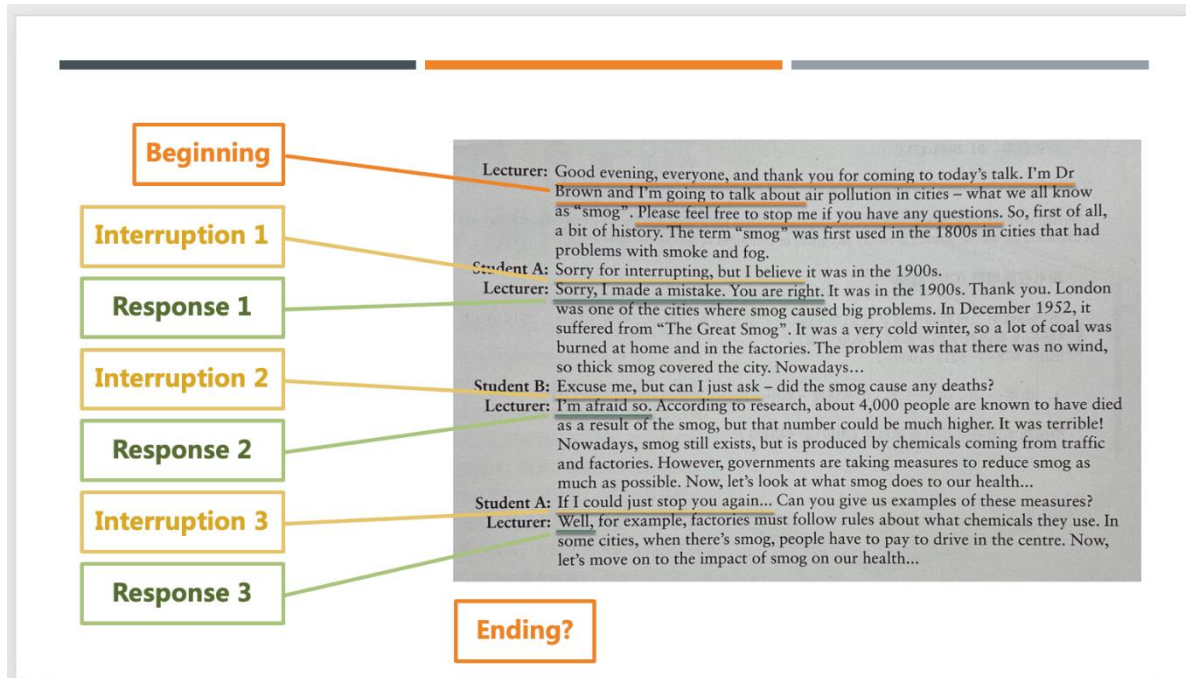
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Student A: If I could just stop you again... Can you give us examples of these measures?

Lecturer: Well, for example, factories must follow rules about what chemicals they use. In some cities, when there's smog, people have to pay to drive in the centre. Now, let's move on to the impact of smog on our health...

Listen for the structure

学习理解 → 应用实践 → 迁移创新



处理方式：通过对听力文本的分析总结，引导学生关注对话发生的情境，概括、梳理与交际功能“礼貌打断别人”相关的表达。

设计意图：帮助学生提炼总结如何有礼貌地打断别人，深化学生对表达得体性的理解，为其在相关话题讨论中提供结构支撑。

针对解决的问题：**弱项能力项——表达得体性。**

Beginning

- Good evening, everyone, and thank you for coming to today's talk. I'm... and I'm going to talk about...
- Please feel free to stop me if you have any questions.

Interruption

- Sorry to interrupt, but...
- Excuse me, but can I just ask...?
- Could I just stop you again to check?
- Do you mind if I ask another question?
- Sorry, but I was wondering whether...
- Is it OK if I jump in for a second?

- Sorry, I've made a mistake.
- You're right,...
- I'm afraid...
- Well, ...

Response

Ending

- Find a habit in your life that you can change to protect the environment.
- Environmental protection concerns us all! Even small measures and changes can have a positive effect on the big picture.
- Thank you for your attention. Do you have any questions?

Talk and present

学习理解 → 应用实践 → 迁移创新

Activity 7

Talk and present.



Beginning

- Good evening, everyone, and thank you for coming to today's talk. I'm... and I'm going to talk about...
- Please feel free to stop me if you have any questions.

Interruption

- Sorry to interrupt, but...
- Excuse me, but can I just ask...?
- Could I just stop you again to check?
- Do you mind if I ask another question?
- Sorry, but I was wondering whether...
- Is it OK if I jump in for a second?

- Sorry, I've made a mistake.
- You're right,...
- I'm afraid...
- Well, ...

Response

Ending

- Find a habit in your life that you can change to protect the environment.
- Environmental protection concerns us all! Even small measures and changes can have a positive effect on the big picture.
- Thank you for your attention. Do you have any questions?



Lecturer: Turn to page 84.



Student: Turn to page 87.

Assessment Chart

	Lecturer		Student	
Structure	beginning	response	interruption	ending
Content				
Language	Useful expressions		Useful expressions	

Communication bank

UNIT 6

Environmental problems to be solved

Work in pairs and talk about recycling.

Student A

Tell Student B about recycling using the information below. Be prepared to be corrected by Student B.

- The classification of household waste aims to help people separate different types of waste. This is important because these different types of waste can be disposed of or recycled appropriately and effectively.
- Household waste can be roughly divided into:
 - * food waste
 - * non-recyclable waste
 - * recyclable waste, including paper, glass, plastic and used batteries
- China plans to introduce household waste classification and sorting in the first batch of cities by 2020. Only Beijing, Shanghai, Tianjin and Chongqing are included in the first batch.
- The target recycling rate in these cities has been set at 55% by 2020.

Useful expressions

- Please feel free to stop me if you have any questions.
- Sorry, I've made a mistake.
- You're right, ...
- I'm afraid...
- Well, ...

UNIT 6

Environmental problems to be solved

Work in pairs and talk about recycling.

Student B

Listen to Student A talking about recycling. Interrupt politely to correct him / her using the following information:

- Used batteries are usually regarded as non-recyclable waste and should be disposed of separately.
- The first batch of cities to introduce household waste classification and sorting includes Beijing, Shanghai, Tianjin, Chongqing and all capitals of provinces and autonomous regions.
- The target recycling rate in these cities has been set at 35% by 2020.

Useful expressions


- Sorry to interrupt, but...
- Excuse me, but can I just ask...?
- Could I just stop you again to check...?
- Do you mind if I ask another question?
- Sorry, but I was wondering whether...
- Is it OK if I jump in for a second?

Talk and present

学习理解 → 应用实践 → 迁移创新

Activity 7

Talk and present.



Lecturer: Turn to page 84.
Student: Turn to page 87.

Assessment Chart		
	Lecturer	Student
Structure	beginning response ending	interruption
Content		
Language	Useful expressions	Useful expressions

Beginning

- Good evening, everyone, and thank you for coming to today's talk. I'm... and I'm going to talk about...
- Please feel free to stop me if you have any questions.

Interruption

- Sorry to interrupt, but...
- Excuse me, but can I just ask...?
- Could I just stop you again to check?
- Do you mind if I ask another question?
- Sorry, but I was wondering whether...
- Is it OK if I jump in for a second?

Response

- Sorry, I've made a mistake. You're right...
- I'm afraid... Well, ...

Ending

- Find a habit in your life that you can change to protect the environment.
- Environmental protection concerns us all! Even small measures and changes can have a positive effect on the big picture.
- Thank you for your attention. Do you have any questions?

处理方式：引导学生运用前面活动中所学的语言知识，借助教材提供的话题情境和实用表达，创作一个新的对话。同时，参照评价表完成互评。

设计意图：帮助学生了解更多关于垃圾回收的知识，鼓励学生练习礼貌地打断他人，将所学进行实践，正确运用“礼貌打断别人”这一交际功能，实现教学评一体化。

针对解决的问题：**弱项能力项——情景对话。**

其他能力要求：内化和运用。

Assignment

学习理解 → 应用实践 → 迁移创新

Assignment



1. Exchange your roles, talk about another environmental problem and have a similar conversation; (compulsory)
2. Write a short passage about protecting the environment (100-120 words); (optional)

设计意图：

1. 鼓励学生整合本课所学内容，将其应用于其他话题，进行口头练习，提高其迁移创新能力；
2. 写有关环境保护的文章，旨在培养学生对人与自然关系的正确认识，帮助学生树立与自然和谐相处的环保意识，引导学生关注身边的环境问题。

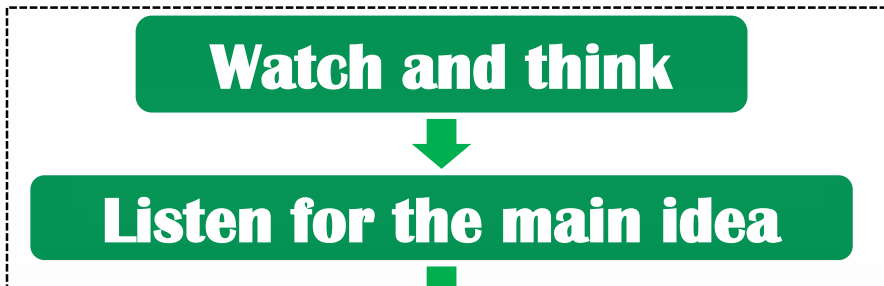
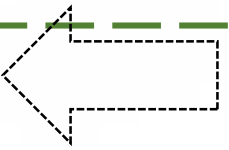
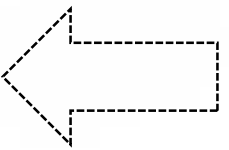
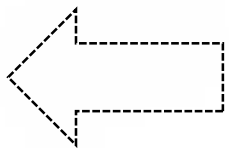
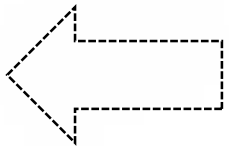
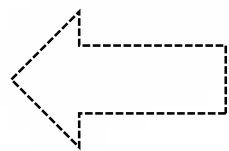
04

教学反思和学生评价

课后反思:

流利度
↓
信息完整性
↓
表达得体性

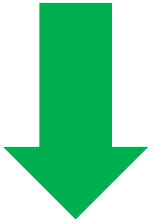
↓
流利度
↓
表达得体性



学习理解



应用实践



迁移创新

课后反思:

- 导入部分视频的选择
- 文章结构和有用的表达的归纳总结
- 学生讨论时长的设置
- 实践运用阶段时间的分配

学生评价：

“通过本节课的学习，我对雾霾有了更多的了解，同时也积累了如何礼貌打断他人的相关表达，这些表达我能用在以后的交流中。”

“我觉得这节课前面的语言归纳总结和结构分析对我后面的语言输出很有帮助，让我在后面的讨论中，知道说什么，怎么说。”

“本节课，我们讨论了很多和环境相关的问题，让我意识到保护环境的迫切性，我们应该共同努力保护我们的环境，从小事做起，从自己做起”

谢谢！

