

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

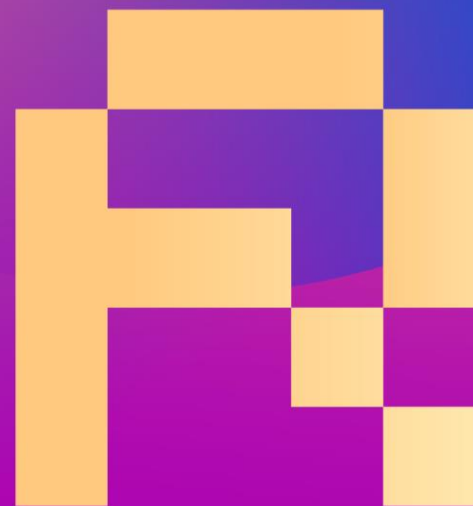
教—学—评：面向学习 面向未来

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基于诊断测评 探究初中话题写作教学的课例

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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。





02

文本分析

文本分析

主题意义和主要内容：

本文为一篇记叙文，主要讲述了开学第一天，Amy作为转学生在前往新学校的路上，帮助了骑车摔倒的Carrie。随后，Amy进入学校后，发现忘带课本，同桌把课本分享给了她。惊喜的是，同桌竟然是她之前帮助过的Carrie。最终，Amy和Carrie成为了要好的朋友。

写作意图：

传递人与人之间的真情和友善，让读者领悟到助人及助己，予人玫瑰，手有余香的道理，激励读者也能应像文中主人公那样，在别人需要的时候给予无私的帮助。

文体结构和语言修辞：

本文是一篇回忆式的叙事故事，开篇交代了故事的背景（故事发生的时间、地点、天气等），在故事发生、发展、高潮、结局部分，作者运用了一系列形容词、动词短语及过去进行时态，既对背景进行了描述，同时也对Amy和Carrie的互助行为进行了生动的描写。本文也使用了finally, soon, from then on等连接词，使得语篇衔接连贯。故事的结尾处，作者用“Helping her also helped me find a friend.”的语句点明了文章的主题，揭示了“助人即助己，予人玫瑰，手有余香”的道理。



03

学情分析

学情分析

优诊学学情诊断报告分析

	写作
班级平均分	50分
合格线	66分
微技能表现	掌握
	未掌握
	衔接连贯
	词汇运用
	内容表达
	词数
	行文规范
	语法运用

本班学生在初三这一学年进行了两次优诊学测试，测试反馈结果显示，本班学生的写作能力有所欠缺，急需提高改善。

学生的写作微技能弱项颇多，如**词汇运用**，**衔接连贯**，**内容表达**等。具体表现为：形容词副词的使用错误和缺失，细节描写不生动；学生写作时很少或没有使用连接词，衔接不够连贯；在内容表达方面，学生在一定的支撑下（如要点提示），能够覆盖大部分内容要点，但只有少量要点有相关细节信息，句式表达比较单一。

学情分析

具体学情分析



已有基础

学生对“帮助”话题已经熟悉，相关话题词汇有一定的积累。学生对记叙文的文体特征有一定了解，熟悉记叙文的基本要素，即时间、地点、人物等。学生在课前完成了“My Helping Experience”作文的**初稿**，在写作表达方面，能够按照作文的要求，用简单句写全要点。学生具有一定的助人为乐意识，并能够在生活中对他人提供帮助。



存在问题

学生在表述助人经历时，不能将自己的经历完整、丰富的表达出来。词汇运用较简单，**缺少形容词、副词的表达**；句式较单一，大多是简单句，**句子间的衔接不够有逻辑**；对助人**感悟**的表达比较**浅显**。



解决策略

教师引导学生通过示例语篇，梳理总结相应的**写作建议**，丰富其写作表达，令学生的助人经历表述得更加**生动、有逻辑且令人印象深刻**。



04

教学目标

教学目标

观察示例语言，
获取并概括对
应的写作建议

目标 01



目标 02

加深对“助人”
涵义的理解，
肯定自己助人
的行为（**难点**）

目标 03



结合所学写作建
议和评价表格，
完成作文初稿的
修改，并进行自
评和互评（**重点**）





05

教学过程

教学过程

Lead-in

《苹缘》公众号面向同学们征稿啦!

《苹缘》“美文共享”栏目小编向大家征集“My Helping Experience”为题的文章，请用英语写一篇短文投稿，谈谈你帮助他人的一次经历，以及你的感受。

提示问题：

1. What did you do to help others?
3. How did you feel?

文章的开头可以是：

Many people find happiness in helping others.

How can we make the writing more impressive??

Many people find happiness in helping others.

Last week, I saw my friend Lucy sit in the classroom after lunch. She was sad.

I talked to her and encouraged her.

Then she felt relaxed.

I felt happy because I helped her.

文段表达评分标准

第一档：(10-8.5分)

完全符合题目要求，观点正确，要点齐全。句式多样，词汇丰富，语言准确，语意连贯，表达清楚，具有逻辑性。

第二档：(8-6分)

基本符合题目要求，观点正确，要点齐全。语法结构和词汇基本满足文章需要。语言基本通顺，语意基本连贯，表达基本清楚。虽然有少量语言错误，但不影响整体理解。

第三档：(5-4分)

部分内容符合题目要求，要点不齐全。语法结构和词汇错误较多，语言不通顺，表达不够清楚，影响整体理解。

第四档：(3-0分)

与题目有关内容不多，只是简单拼凑词语，所写内容难以理解。

1. 教师带领回顾《苹缘》公众号征稿的通知。
2. 教师出示班中其中一名同学的作文初稿，让学生按照中考作文的评分标准评价作文的档次，并询问学生有什么可以帮助作文改进的建议。
3. 教师展示课前诊断测评的结果，点出同学们的共性问题，并让学生以小组形式头脑风暴改进建议并分享小组讨论后汇总的建议。

设计意图
引入本课主题
引发学生思考

14 Helping Each Other

It was a cold and snowy morning after the winter vacation. Actually, it was my first day at my new school. I was walking slowly and worrying about lots of things. It was early and there weren't many people on the road. A girl on a bike passed me quickly. She was riding on ice when suddenly she fell off her bike a few steps in front of me. She was trying hard to get up but fell again. Without thinking, I went over and helped her stand up. She said, "Thank you," with a smile and then rode away. The words "Thank you" warmed me and this small event made me feel less nervous about my new school.

Finally, I got to school. The teacher led me to the classroom and asked me to sit down beside a girl. I was so nervous. I knew some of the students were looking at me but I didn't dare to look at them. Soon the first class started. It was English. They used a different textbook from my old school and I didn't have a copy. As I was wondering what to do, a book appeared in front of me. "Let's share," the girl next to me said. "And hi, I'm Carrie." I looked up. It was the girl I helped that morning. What a surprise!

From then on, we became good friends. She was my first and best friend at my new school. Helping her also helped me find a friend.

🔔 What is the story mainly about?

🔔 What happened in the story?

🔔 **How did the writer tell the story?**

🔔 What have you learned from the story?

设计意图

以读促写，帮助学生分析阅读语篇的写作特色，拓展思路，扩充内容细节。

教师借助问题链帮助学生回忆八上U5L14的课文，着重引发学生对语篇的**写作手法**的思考，即引导学生思考作者是如何描述故事的背景、人物的动作和情感，让故事更有逻辑性以及点明故事的主题。

教学过程

Reading

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How to
describe
background?

Background :
weather and
place.

+ adj.

教师让学生思考语篇中背景描写的内容和作者是如何描写故事背景。
学生总结出背景描写可以是对天气和地点的描写以及可以用形容词来进行背景描写。

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How to
describe
action?

+ verb phrases

+ adv.

教师让学生思考语篇中人物动作描写的内容和作者是如何描写人物动作的，学生提取出语篇中的动作描写并总结出可以用动词词块和副词来进行动作描写。

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How to
describe
feeling?

+ adj.

教师让学生思考语篇中人物情感描写的内容和作者是如何描写人物情感的，学生提取出语篇中的情感描写并总结出可以用形容词来进行情感描写。

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How to
make the
writing
logical?

+ linking
words



教师让学生思考语篇中作者是如何衔接语篇的，学生提取出语篇中的连接词并总结出可以用连接词来衔接语篇。

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How to
stress the
theme?

+ sayings

教师让学生思考语篇的**主题意义**和作者是如何表达主题意义的，学生获取语篇中聚焦主题意义表达的语句，并总结出可以使用**谚语**点明主题。

教学过程

Reading

文段表达评分标准

第一档：（10~8.5 分）

完全符合题目要求，观点正确，要点齐全。句式多样，词汇丰富。语言准确，语意连贯，表达清楚，具有逻辑性。

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Writing Tips

1. Use adj./adv. to describe background, action and feelings. → vivid
2. Use linking words between sentences. → logical
3. Use sayings to stress the theme. → impressive

教师再次出示中考作文一档文的评价标准，让学生结合语篇写作特点讨论总结出提升作文表达的写作建议。

Polishing&Feedback

同学们，试试给《苹缘》美文栏目投稿吧！
记录下你助人的经历，告诉我们！让你的光芒点亮校园！

1. Work in group and try to polish your writing.

设计意图
学生结合所学，
进行迁移和创新。

1. 学生通过小组合作，参考写作建议，对自己的初稿进行修改

教学过程

Writing&Feedback

Checking Items		Y/N	How
内容丰富	要点内容是否覆盖齐全		
	细节内容： 1. 是否使用形容词进行了背景描写和人物情感描写 2. 是否使用了副词进行了人物动作描写		
行文连贯：是否使用了连接词			
点明主题：是否使用了谚语表达出对助人经历的感悟			
你认为你的写作还有其它特点吗？			

设计意图
学生通过自评和互评的方式，以评促学。

2. 学生结合评价表，对修改的二稿进行自评和互评

教学过程

Writing&Feedback

Many people find happiness in helping others.
My grandfather doesn't know how to use a smart phone. I taught him the smart phone. He learned.
I learned that we should all help others.

Many people find happiness in helping others.
My grandfather was sixty nine years old so he was not good at using a smart phone. ~~He~~ ^{because} ~~didn't~~ think it ^{was} very important. ~~When~~ ^{When} ever I wanted to teach him, he always ~~didn't~~ ^{worried} care about it.
One time, he called me ^{after} he left ~~the~~ home ~~room~~. He told me that he couldn't come into the supermarket. I told him how to do patiently so he learned. I ~~be~~ felt happy and he ~~teft~~ felt thankful.
I ~~learned~~ that "Rore preserved, smell remained". I deeply understood it until I helped my grandfather.

设计意图
教师反馈评价，
给予学生及时的
指导。

3. 教师将学生的初稿和二稿进行对比展示，并给予适当的点评和鼓励

What have you learned ?



How did you improve your writing?

What do you think of helping others?

教师让学生谈论在本节课的学习后，自己在写作手法和助人经历感悟这两方面的收获

设计意图
学生通过修改作文，对自己的助人行为进行反思并肯定自己的助人行为



06

教学反思

教学反思

本节课的教学目标制定基于优诊学平台的测评结果，旨在提高本班学生的写作微技能

测评结果显示学生的写作微技能有很多没有掌握，如衔接连贯，词汇运用，内容表达等。优诊学的诊断报告中给出了具体的教学建议，即教师应引导学生观察教材中或实际生活中的相关体裁语篇的样例，对该体裁的写作特点进行点拨，组织学生讨论，然后再让学生开始模仿写作。基于提升学生的写作微技能的需求，本节课的教学目标参考优诊学测试结果，基于精准的学情分析，旨在提升学生语言表现力，逻辑性和深刻性。



教学反思

本课教学活动围绕教学目标展开，以读促写，加深学生对主题意义的理解

本节课采用了学生曾经学过的八年级上册U5 L14的课文作为阅读语篇，引导学生观察语篇中故事背景的描写、人物动作、心情的描写，连接词和谚语的使用，总结出三个有针对性的写作建议：(1) Use adj./adv. to describe background, action and feelings. 使文章更生动。(2) Use linking words between sentences. 使文章更有逻辑性。(3) Use sayings to stress the theme. 使文章更让人印象深刻，每个写作建议分别侧重解决学生写作微技能欠缺的某一问题。学生在学习综合运用写作建议的过程中，不仅写作微技能得以提高，而且对语篇的主题意义也会有更深层次的理解。

例如，学生回答作文第二个提示要点“How did you feel?”时，初稿大多用简单的happy等形容词表述自己的心情，而在学习了第三个写作建议后，**学生使用“助人”相关的谚语表达了自己的感受**，如“Rose presented, smell remained.”既丰富了语言表达、强调了写作主题，也让学生在写作过程中通过**对助人经历细节内容的添加**，加深了对“Helping”这一主题意义的深层理解，让学生能够肯定自己的助人行为。

教学反思

本节课的教学活动进行过程中，凸显了对学生的过程性评价，以评促学

学生完成作文二稿后，通过评价表格，进行自评和互评，评价表格围绕课上学生总结的三个写作建议进行维度的设置，不仅让学生评价是否使用了写作建议改进了自己的初稿，而且让学生进一步写出是如何改进的，进一步帮助学生迁移本节课所学，体现了以评促学。



谢谢！

