



福建省厦门第六中学
XIAMEN NO.6 HIGH SCHOOL OF FUJIAN

博为通识
雅在修身

AI赋能高中英语课堂 实践探究

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1. **词汇**: 唤醒“意象”，让记忆生根开花；
2. **听说**: 营造“场景”，让语言自然流动；
3. **阅读**: 提取“内核”，达到“形神兼备”；
4. **语法**: 动态“补偿”，迈向“知行合一”；
5. **写作**: 打磨“结构”，实现“言之有序，意之能达”。

1. AI助力词汇教学：唤醒“意象”，让记忆生根开花

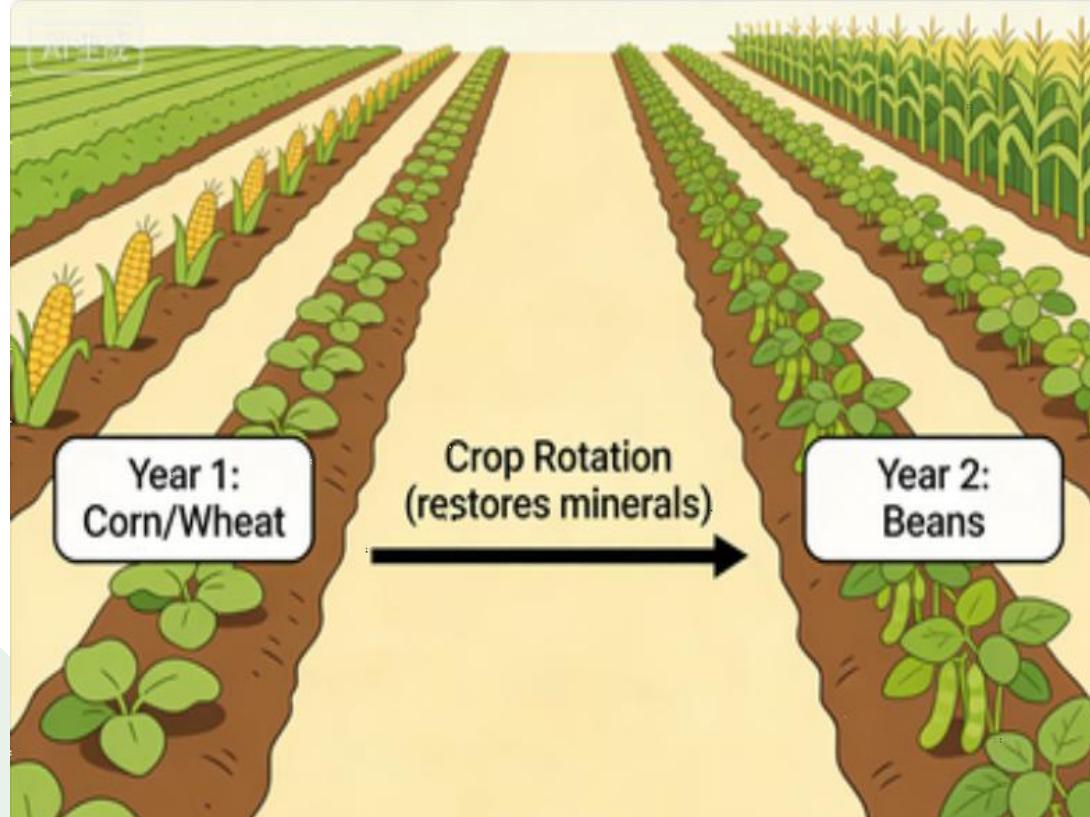
以图释词 构建语境

For example, pesticides can damage the land by killing not only harmful bacteria and insects, but also helpful ones. In addition, these chemicals can stay in the soil and underground water sources for a long time. This affects the crops grown on the land and, in turn, the animals and humans who **digest** them. Many people worry that these chemicals may make them ill and even cause cancer. In fact, some pesticides like DDT have been prohibited in most countries because of the damage they cause to people and the environment. As for chemical fertilisers, crops grown with them usually grow too fast to be beautiful on the outside, but inside there is usually more water and often have less flavour as well.

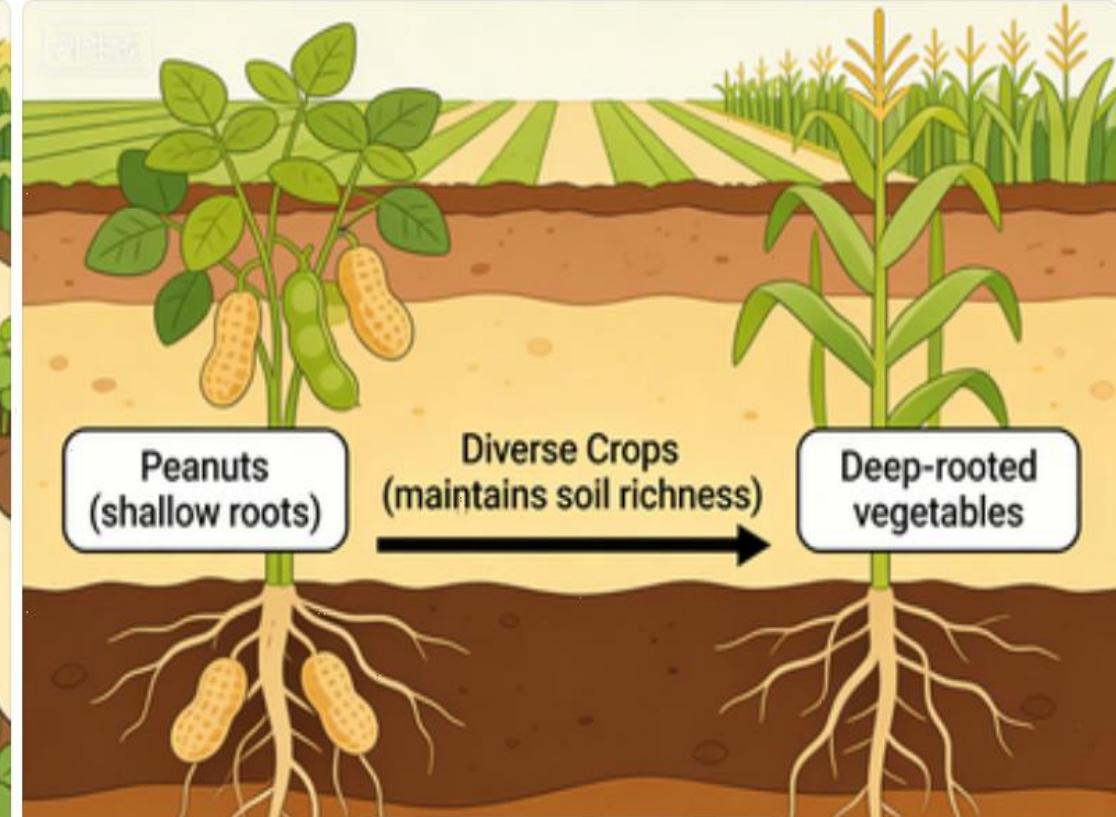


以图释词 构建语境

change the kind of crop grown in each field every year (轮作)



plant diverse crops that use different depths of soil (多样化种植)



文生歌曲 复现与内化

请根据指定主题 ("body language") 和目标词汇清单 (如nod one's head; raise one's head; bury her head in her face; eyes lit up with excitement; bit her lip; pat sb on the shoulder; crossed/folded his arms; clench one's fist等) , 自动生成一首旋律优美、可押韵, 语法精准 (包含ing作宾语和表语) 的英文歌曲

文生歌曲 复现与内化

🎵 “When Words Don't Speak”

(An original English song about body language)

Verse 1

When I see you **nod your head**, I know you're understan
And when you **raise your head**, it shows your hope is la
You **bury your head in your hands** when trouble comes
But your **eyes light up with excitement** when joy is fou

Pre-Chorus

Sometimes speaking is tiring,
But **reading your feelings is easy**—they're shining.

Chorus

'Cause your body's talking, talking without sound,
Every little motion says what's going on inside.
And **being honest is glowing** in your eyes.
When words don't speak, your gestures never lie.

Verse 2

You **bite your lip** when you're trying not to cry,
I **pat you on the shoulder** just to comfort you tonight.
You **cross your arms** when you're keeping doubts inside,
Or **clench your fists**, trying hard to stay brave and fight.

1. AI助力词汇教学：唤醒“意象”，让记忆生根开花



趣味记单词

第3关

杀 木 犹 杰 地 灵
傲 仰 年 月
翻

鸡 猴 人 马 鸭

Unit 2 单词.docx
Word · 10KB · 137 字 ·

请将上述单词表去除掉短语和专有名词，制作成符合高中生水平，符合高考考纲词汇的填字游戏英文线索，只要一条英文线索，可以是单词释义，或者相应解释，最终资料不需要序号。按照“单词+空格+英文释义”的格式发给我

Sculpture a three-dimensional artwork created by shaping materials

Homesick feeling sad when away from home and missing familiar people or places

Behavior the way a person or animal acts in different situations

Confusing hard to understand or interpret

Unique being the only one of its kind; unlike any other

Alarm a device that gives a warning signal like a loud sound

Unit 2 单词.docx

询问关于这篇文章的任何问题



深度思考

技能

0



1. AI助力词汇教学：唤醒“意象”，让记忆生根开花



趣味记单词

Crossword

Make a Crossword

Crossword Puzzle

Enter the answer pair per line. [Next](#)

Create a password

This will protect the answer key so you can't edit your puzzle. You won't be able to recover it.

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Public (free!)

Anyone can find, print your puzzle in search engines. It can be viewed by members of CrosswordLabs.

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Only people who have the URL will be able to find your puzzle. It won't appear in search engines. Only you can view the answer key.

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Only you can view the answer key. It cannot be accessed by anyone else, or search engines. Only you can view the answer key.



Unit 2 单词

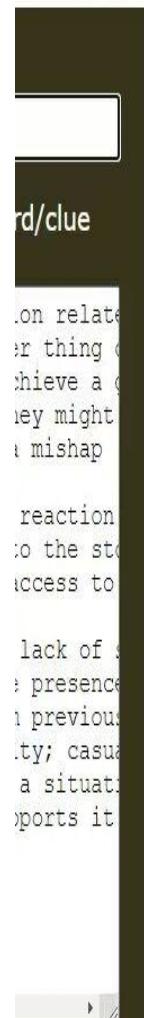
Across

- having knowledge or understanding of a situation or fact
- something that can be used to help achieve a goal, like money, materials or people
- the act of adding something to another thing or the process of adding numbers
- the situation or background information related to an event, word, etc.
- in fact; really
- to identify someone or something from previous knowledge
- expressing approval, agreement or the presence of something good
- to a certain degree; quite

Down

- expressing denial, disagreement or a lack of something
- the passage from the mouth and nose to the stomach and lungs
- the bottom part of something that supports it
- to make someone remember something they might have forgotten
- an unlucky or unfortunate incident; a mishap
- a statement expressing an opinion or reaction about something
- not following strict rules of formality; casual
- a door, gate or opening that allows access to a place

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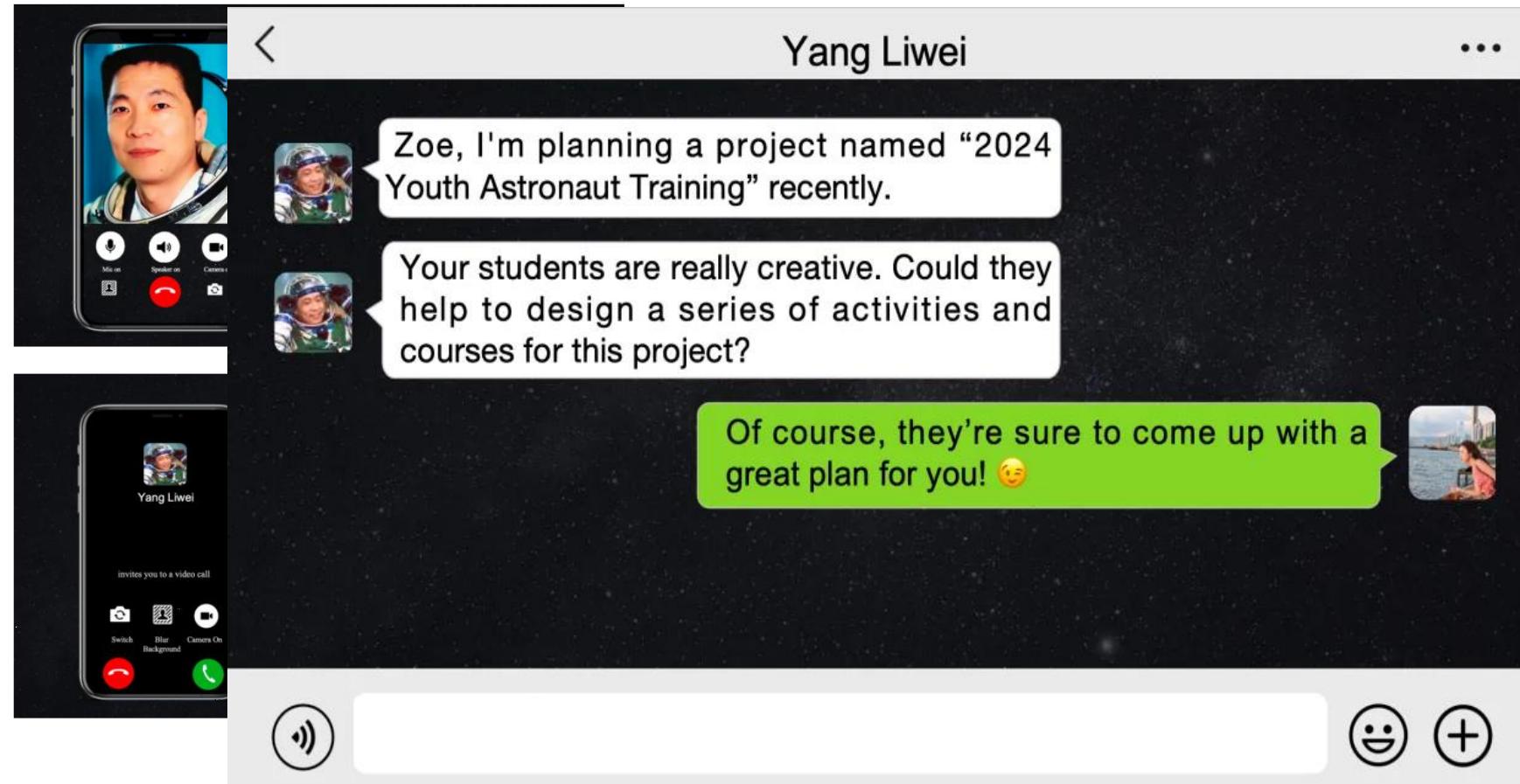
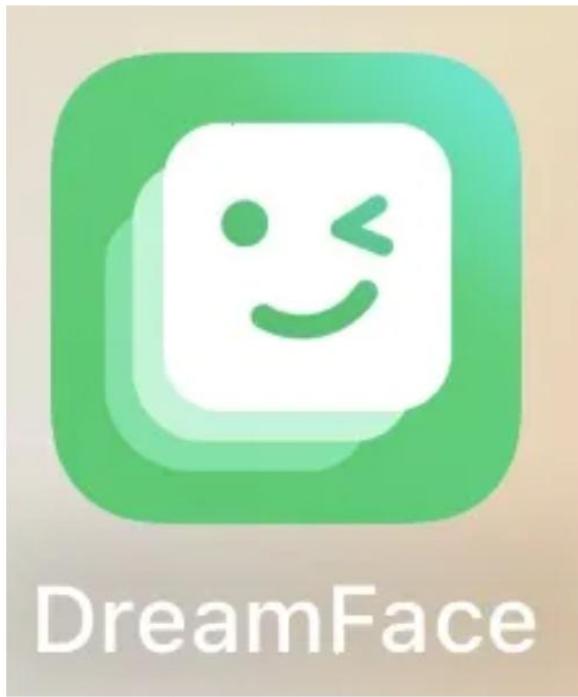
[Animals](#)

[Find a Crossword Puzzle](#)

2. AI助力听说教学：营造“场景”，让语言自然流动

场景定制 丰富输入

人教版必修三Unit 4 Space Exploration *Listening and Speaking*—
Talk about how to become an astronaut



2. AI助力听说教学：营造“场景”，让语言自然流动

构建主题词汇体系

教师指令：

高一英语教材
修—第一册
listening and
考英语为我
单，以便学
扫清单词障

一、核心词汇：高考复现高频

这部分词汇在高考真题中
能用。

单词	音标	词
compete	/kəm'pi:t/	
athlete	/æθli:t/	
medal	/'medl/	
victory	/'viktəri/	

二、场景词汇：听说理解关键词（听懂会说）

【分层预习任务】

三、功能与描述性词汇：提升表达丰富性（鼓励使用）

这部分词汇能帮助学生在口语运用中表达更精准、更地道，是口

A. 基础任务 (全体完成):

- 跟读与记忆：使用电子词典跟读所有单词，确保发音准确。重点掌握第一部分（核心词汇）的拼写和基本含义。
- 英汉互译：遮住英文，看着中文说出英文；遮住中文，看着英文说出中文。

B. 进阶任务 (鼓励完成):

- 造句应用：从每部分中选择至少 5 个单词，尝试造句。
例：The athlete with great determination finally broke the world record.
- 话题准备：思考“Who is your favourite sports star and why？”，并尝试使用清单中的词汇组织 3-5 句话。

C. 高考思维预热 (学有余力):

- 注意 score 一词多义 (v.得分 n.分数；乐谱)。
- 思考 beat 和 defeat 在用法上的异同 (后都接“对手”)。
- 体会 audience 作为集合名词的用法。

2. AI助力听说教学：营造“场景”，让语言自然流动



突破听力技能难点

听力音频：



听力-Blue Paint Run

51秒



教师指令：

Adam: Hey, Julie. What're you doing this weekend? There is a Blue Paint Run on Saturday afternoon.

Julie: What's a Blue Paint Run? Is it a marathon?

Adam: No, it's not a marathon. It's just a fun run that helps the community. You pay 20 dollars to run five kilometres. That sounds like fun, doesn't it?

Julie: Er ... no, it sounds tiring! But why is it called a Blue Paint Run?

Adam: That's the fun part. People can buy water balloons filled with blue paint and throw them at the runners. The balloons cost 5 dollars each and the money goes to help poor people. **Would you like to go?**

Julie: **That sounds like a great idea!** You can run, and I'll throw the paint!

这篇听力材料中有几处明显的连读现象。连读 (liaison) 在英语口语中非常常见，通常发生在：

1. 辅音 + 元音 (前一个词以辅音结尾, 后一个词以元音开头)
2. 某些特定组合如 "r + 元音"、"t + 元音" 等

以下是材料中的连读部分分析：

1. Adam: What're you doing this weekend?
 - What're you → "What are" 缩写成 "What're", 发音时 "t" 与 "re" 连读, 接着 "re" 与 "you" 连读为 /wɒtər ju:/。
2. Adam: There is a Blue Paint Run on Saturday afternoon.
 - There is → 常连读为 /ðeər iz/, 有时口语中甚至会说成 "There's"。
 - Paint Run → "t" 和 "R" 连读, /peɪnt rʌn/ → /peɪn‿ rʌn/。
3. Julie: Is it a marathon?
 - Is it a → /ɪz it ə/ 中, "is it" 的 /z/ 和 /ɪ/ 连读, "it a" 的 /t/ 和 /ə/ 连读为 /i‿ tə/。
4. Adam: It's just a fun run that helps the community.
 - just a → /dʒʌst ə/ → /dʒʌs‿ tə/。
 - fun run → /fʌn rʌn/ → /fʌn‿ n rʌn/。
 - helps the → /helps ðə/, /s/ 和 /ð/ 连读。
5. Adam: That sounds like fun, doesn't it?
 - sounds like → /saʊndz laɪk/, /dz/ 和 /l/ 连读。
 - doesn't it → /dʌzənt ɪt/ → /dʌzən‿ tɪt/。



2. AI助力听说教学：营造“场景”，让语言自然流动

迁移真实语境运

教师指令：

设计一个健身房咨询
含前台接待，课程咨
节，要求使用新人教
Sports and Fitness 话

任务结构：本听力任务

Part 2: Consultin

Part 3: Signing up for a Membership (会员办理)

Part 1: At th

情景：

Sarah 第一

听力文本：

Receptionist

Sarah: Hi! I

healthy.

Receptionist

with that. W

Sarah: Well,

can build up

Receptionist

weight train

问题：

1. What is th

2. What are Sarah's two m

from the dialogue)

任务扩展建议：

选项。

• 听后角色扮演：

学生听完后，两人一组，模仿对话进行角色扮演，可以替换不同的运动项目、目标和价格。

• 听后写作：

让学生根据听力信息，为“活力健身房”设计一个简单的英文宣传单页。

• 讨论：

如果你是 Sarah，你会选择哪个会员计划？为什么？这可以引导学生使用 I prefer... because... 等句型。

问题：

问题：

1. What does Mil 1. What does the Basic membership include?

3. AI助力阅读教学：提取“内核”，达到“形神兼备”



A PIONEER FOR ALL PEOPLE

Yuan Longping, known as the "father of hybrid rice", was one of China's most famous scientists. Yet, he considered himself a farmer because he continually worked the land in his research. Indeed, his slim but strong body was just like that of millions of Chinese farmers, to whom he had **devoted** his life.



Yuan Longping was born in 1930 in Beijing. His parents wanted him to pursue a career in medicine. However, what concerned him most was that farmers often had poor harvests due to a serious **shortage** of water. He chose to study agriculture at the Southwest Agriculture and Animal Husbandry College in Chongqing. After graduating in 1953, Yuan Longping worked as a teacher at a middle school in Hainan. Longping realised that the world needed more food. Instead, farmers needed to produce more food with less land. How this could be done was a matter of great debate. The common **assumption** was that it was impossible to do this. Through **intense** effort, Yuan **overcame** enormous difficulties and became the first person to successfully cross-breed two rice plants. The **characteristic** of hybrids is that they usually **attain** a higher yield than their parents. However, whether it was possible to develop a hybrid rice that could be used for farming in the field was a matter of great debate. The common **assumption** was that it was impossible to do this. Through **intense** effort, Yuan **overcame** enormous difficulties and became the first person to successfully cross-breed two rice plants. The **characteristic** of hybrids is that they usually **attain** a higher yield than their parents.

Today, it is **estimated** that about 60 percent of the world's rice is produced using hybrid rice. The **expansion** of their output greatly reduced the amount of land needed to feed the world's population. This is a remarkable achievement.

1. 任务情境导入

逆向设计：
读后输出任务！！！

- **教师导语**： "Class, imagine you are a youth representative at the '**Global Agricultural Development Forum**'. The world wants to understand the secret behind China's ability to feed its huge population, and the spirit of the man behind this miracle—Yuan Longping. Your task is to prepare an outline for a speech titled '**The Legacy of Yuan Longping and Its Inspiration for Future Agriculture**'."

说明：体现了真实情境，学以致用，用语言做事情的理念

3. AI助力阅读教学：提取“内核”，达到“形神兼备”



问题串激活思维与参考答案（教师引导指南）

在学生阅读文本并准备演讲提纲的过程中，教师通过以下问题串引导深度思考：

问题1: "To understand his motivation, let's investigate: What was the 'contradiction' or 'gap' that and the reality?"

回归任务与语言支持

- 【设计意图】

设计总结

- 备课构思（先找内核）：本课的内核问题是“如何理解和传承袁隆平作为‘开拓者’的多维度精神遗产（包括科学精神、人格品质与全球视野）？”
- 课堂执行（穿上外衣）：我们用“全球论坛青年代表”这一具有时代感和使命感的任务外衣，包裹住核心问题。学生不再是被动答题者，而是主动的阐释者和倡导者。在问题串的引导下，他们为了完成一场有说服力的演讲，必须深入文本，分析动机，评价行为，并关联现实，从而将语言学习、内容理解与思维训练有机融合，真正实现深度学习。

understand the real Yuan Longping?"

- 【设计意图】：驱动对人物多维度的分析，学习通过对比反衬的写作手法深入理解人物品质。
- 【参考答案】：
 - 这些对比深刻地塑造了一个扎根实践、淡泊名利的伟人形象。

借助AI提供补偿性练习

假如你是一名高三英语老师，正在建立学生语法填空题易错题库，你发现像下面这道题目中V-ing(bringing)和to do(to increase)形式的用法学生错误率高且频繁，请仿照该句式，提供若干不同形式的补偿性练习进行巩固：The plan will extend protection to a significant number of areas that were previously unprotected, bringing many of the existing protected areas for giant pandas under one authority to increase effectiveness and reduce inconsistencies in management.

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI提供补偿性练习

一、分层目标与差异说明

练习类型	核心目标	设计特点	难度标志
基础巩固	掌握单一语法点的规则应用	句子结构简单，无干扰项，直接套用公式	空格前后线索明确，答案唯一
进阶对比	辨析相似结构的逻辑差异	增加干扰项，需结合上下文判断动作的因果/目的	同一题中混合V-ing和to do，需逻辑推理
高仿真综合	在复杂语境中综合运用语法	结合长难句、多从句，需兼顾时态、语态等	答案需多步分析，可能涉及多个语法点联动

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI提供补偿性练习

1. 基础巩固练习 (单一语法点, 机械应用)

Directions: Fill in the blanks with **V-ing** or **to do** based on the rule.

1. The team held a **debate** about the new plan.
Key: discussing;

解析:

- 逗号后直接接动词-ing
- 不定式表目的

1. The city expanded its public transport system to encourage people to **commute** by bike.

Key: reducing;

易错点:

- 第一空易误填 to encourage
- 第二空需明确语境

2. The app sends users **notifications** when they log in.

Key: helping; telling

陷阱:

- 第三空易误填 to help

2. **进阶对比练习 (逻辑判断, 排除干扰)**

Directions: Choose between **V-ing** and **to do** based on logical relationships.

3. **高仿真综合练习 (复杂语境, 多语法点联动)**

Directions: Fill in the blanks with appropriate forms and explain.

1. The policy, **aiming** to **promote** renewable energy, has been implemented nationwide, **receiving** widespread support from citizens **addressing** climate concerns.

Key: aiming; to promote; receiving; to address

解析:

- **aiming** (V-ing作插入语, 表政策主动目标)。
- **to promote** (不定式表政策核心目的)。
- **receiving** (V-ing表伴随结果, 政策实施后的效果)。
- **to address** (不定式表最终解决气候问题的意图)。

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI提供
补偿性练习

四、总结归纳表

结构	功能	例句
V-ing	自然结果/伴随状态	The dam was built, flooding the valley.
to do	目的/意图	The dam was built to generate electricity.
V-ing + to do 组合	先结果后目的	The policy was passed, protecting forests to maintain biodiversity.

五、学生自查清单

1. 结果还是目的？

- 若空格后描述主句动作的直接效果 → V-ing (如 reducing pollution) 。
- 若空格后表达目标或意图 → to do (如 to improve health) 。

2. 逗号后的逻辑：

- 逗号后通常用 V-ing 表伴随结果，用 to do 则需判断是否表目的 (如: ..., **hoping to succeed**) 。

3. 并列结构：

- 多个目的时用 to do A and (to) do B (如: to increase efficiency and reduce costs) 。

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI依据教材文本生成练习



image.png
PNG 1.54MB

仿照以上2025年高考真题，结合人教版（2019）选择性必修一 Unit5 Reading : Thinking A PIONEER FOR ALL PEOPLE文本，生成语法填空题

Thought for 9 seconds ▾

嗯，用户给了一篇关于围棋展览的语法填空题，要求仿照这个格式，结合高中英语教材里袁隆平那篇课文出分析原题的特点。

原题是10个空，混合了连接词、冠词、不定式、名词、动词时态/语态、介词、形容词、并列连词和词形变化，分布均衡，有简单的冠词也有复杂的非谓语。

想到袁隆平课文里的关键元素：杂交水稻、艰苦奋斗、全球影响。可以提取这些核心内容设计句子。比如用“who”指代表隆平，用不定式考“to feed”，用被动语态考“was awarded”等。

要注意空格难度梯度，前几空放基础考点（冠词/代词），中间穿插动词变化，最后用较难的并列连词和派生词。所有答案必须严格来自课文原文或合理变形，比如“worldwide”变“world's”，“produce”变“production”。

阅读下面短文，在空白处填入1个适当的单词或括号内单词的正确形式。

Yuan Longping, known as the "father of hybrid rice," was a Chinese agronomist ____ dedicated his life to solving the problem of hunger. Born in 1930, he witnessed the hardships and famine that many Chinese people faced, which motivated him to pursue a career in agriculture.

In the 1960s, a series of natural disasters left China ____ (face) a severe food shortage. Yuan was determined to find a way to increase rice output. ____ traditional theories then believed it was impossible, Yuan and his team conducted countless experiments. After years of painstaking effort, they finally succeeded in developing the world's first high-yield hybrid rice strain in 1973. This breakthrough ____ (revolutionary) rice production, ____ (make) it possible to feed a larger population.

Yuan had a dream, not just for China but for the whole world. He often said, "Hybrid rice ____ (be) a global food source since the 1980s." His work helped China achieve remarkable progress in ____ (secure) its food supply, and his varieties ____ (spread) to many other countries since then, significantly ____ (reduce) hunger and poverty.

Despite his fame and achievements, Yuan remained a humble man who ____ (prefer) a simple life. He was often seen working in the fields, even in his old age. Yuan Longping's legacy is not only the hybrid rice but also his selfless spirit, which continues ____ (inspire) people across the globe.

4. AI助力语法教学：动态“补偿”，迈向“知行合一”

这篇语法填空主题明晰、难度合理、结合科技成就、强调复杂句法（如定语从句，分词状语）与逻辑衔接，符合高考命题趋势，但考点覆盖不够全面，继续修改指令，不断优化知识点覆盖范围，最终得到如下练习：

将其改变成一篇符合高考难度的语法填空。要求：语篇清晰，上下文连贯。考点分布（共10空）：动词时态/语态：动词：2处（分词、动名词、不定式）；名词/形容词/副词/冠词：1处（如不定冠词、物主代词）；介词/连词：各1处；2处（定语从句、状语从句或名词性从句）；词汇范围：格式规范：每空标号（56-65），答案需唯一且语法严谨

Thought for 17 seconds ~

好的，用户之前让我仿照高考真题生成一个关于袁隆平的语法填空，现在已列出了考点分布和格式要求。首先，我需要确认用户的需求到底是什么

用户可能是老师或者教育工作者，正在准备高考复习材料，需要严格符合空，但用户现在强调考点要具体分配，比如动词时态、非谓语、词性转换，答案必须唯一。

深层需求可能是希望题目不仅内容相关，还要在考点覆盖上均衡，确保学态只要一处，非谓语两处，这说明他需要每个考点都精准到位，避免重复。接下来，我需要检查之前的回答是否符合这些要求。原来的填空有11空，其中可能有多处时态，现在需要缩减，确保每个类型只出现一次。同时要注意内。

好的，遵照您的要求，以下是一篇严格按照高考语法填空命题规范、围绕袁隆平生平平面编写的语法填空题。

语法填空

Yuan Longping, known as the "father of hybrid rice", was a scientist 56 _____ whole life was dedicated to overcoming hunger. Born in 1930, he witnessed 57 _____ severe challenges China faced in food production, which motivated his future research.

In the 1960s, food shortages were common in China. 58 _____ (believe) that higher yields were possible, Yuan began his quest for hybrid rice. Despite numerous failures, he never gave up. After a decade of 59 _____ (extreme) hard work, he and his team finally achieved a breakthrough in 1973. This success 60 _____ (revolution) China's agricultural landscape.

Yuan's hybrid rice has since been introduced to many countries, 61 _____ (help) to ensure global food security. He was not only a brilliant scientist but also a humble man. He often said that his lifelong dream was for everyone to have enough to eat. His 62 _____ (contribute) to the world are truly immense.

Even in his later years, he could 63 _____ (frequent) be found in the fields, 64 _____ he felt most at home. Yuan Longping's spirit and achievements will continue 65 _____ (inspire) generations to come.

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



答案与解析

56. **whose** (考查定语从句引导词。先行词是“a scientist”，在从句“_____ whole life was dedicated...”中作定语，修饰“whole life”，表示“他的一生”，故用关系代词whose。)
57. **the** (考查冠词。此处“challenges”后有定语从句“China faced...”限定，表示特指，故用定冠词the。)
58. **Believing** (考查非谓语动词。句子主语“Yuan”与“believe”是主动关系，故用现在分词短语作原因状语。)
59. **extremely** (考查副词。此处需要用副词修饰形容词“hard”，构成副词短语“extremely hard work”。)
60. **revolutionized** (考查动词时态。叙述过去发生的重大事件，应用一般过去时。)
61. **helping** (考查非谓语动词。句子主语“Yuan's hybrid rice”与“help”是主动关系，且表示伴随状态，故用现在分词。)
62. **contributions** (考查名词。由谓语动词“are”和形容词“immense”可知，主语应为名词复数形式。)
63. **frequently** (考查副词。需要用副词修饰动词短语“be found”。)
64. **where** (考查定语从句引导词。先行词是“the fields”，在从句中作地点状语，故用关系副词where。)
65. **to inspire** (考查非谓语动词。固定搭配“continue to do sth.”。)

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI预测2026年高考语法填空趋势

19f349e8-588b-450a-a...
PNG 388.37KB

请根据上图近5年高考语法填空命题趋势，预测2026年高考语法填空题主题，列举5个

Thought for 13 seconds ▾

好的，用户让我根据近五年的高考语法填空命题趋势预测2026年的五个可能主题。首先，我需要回顾用户提供的历年考点分布和主题变化。

从2021到2025年，文体从记叙文转向说明文，且近年来持续保持说明文。主题内容从自然景观（黄山）转向文化相关，比如大熊猫国家公园、小笼包、丝绸之路花园和围棋艺术展。这说明命题越来越注重中国文化元素的现代表达和国际交流。

接下来，我需要分析考点规律。动词始终是重点，尤其是非谓语和谓语时态语态。连词和从句引导词每年必考，特别是定语从句。词性转换（名词、形容词、副词）也是高频考点，常涉及熟词生义。冠词、介词、代词则轮流出现。

基于这些，预测的主题需要符合几个条件：一是说明文体，二是围绕中国传统文化或现代发展，三是能涵盖上述考点。比如，非物质文化遗产、传统节日、科技成就、生态保护、文学艺术等方向都可能入选。

然后，我需要确保每个主题都能提供足够的语境来设置各类语法考点。例如，传统技艺如剪纸或书法，可以涉及动词的

4. AI助力语法教学：动态“补偿”，迈向“知行合一”



借助AI预测2026年高考

2026年高考语法填空五大主题预测

预测主题一：中国文房四宝的

备考建议

- **预测理由：**承接“围棋”的传国粹，易于融入“传承与创新”。
- **可考查考点：**非谓语动词（如：“artists”）、词性转换（如：“

1. **强化核心语法：**务必掌握非谓语动词的用法辨析和从句引导词的选择逻辑，这是得分的关键。

2. **拓展文化词汇：**有意识地积累与中国传统文化、现代科技成就相关的主题词汇。

3. **训练逻辑思维：**语法填空并非单纯的语法题，更是语篇理解题。练习时务必注重上下文逻辑，确保所填词汇在语法和语义上均正确。

预测主题二：二十四节气的智慧与应用

- **预测理由：**二十四节气已被列入联合国非遗，是展现中国古内涵与科学价值，符合讲好“中国故事”的命题趋势。
- **可考查考点：**谓语时态（如“was created”）、介词（如“by语从句（如“when the spring begins”）。

预测主题三：中国高铁的成就与影响

- **预测理由：**在聚焦传统文化的同时，命题也可能转向能体现国家发展与现代科技的主题。高铁作为“国家名片”，是展示中国科技成就、工程突破及其社会经济影响的理想话题。
- **可考查考点：**被动语态（如“is regarded as”）、非谓语动词（如“connecting major cities”）、名词复

尤其在“全球公共卫生”议题

— トヨタの車の歴史 (The history of Toyota cars, which involves...), 、 電車 (如“Traditionally, it is used...”）、连词（如“because it aims to...”）。

预测主题五：中国航天工程的里程碑

- **预测理由：**天宫空间站、嫦娥探月、北斗导航等工程成就斐然，是民族自豪感的重要来源。以此为题，既能考查语言，又能渗透爱国主义与科学精神教育。
- **可考查考点：**谓语时态（如“has completed”）、介词（如“in space exploration”）、形容词（如“remarkable achievements”）。

BEAUTIFUL IRELAND AND ITS TRADITIONS

Ireland's beautiful countryside has always had a great influence on its people and traditions. The country has a long history of producing great writers and **poets**. Its beautiful countryside excites and inspires all, offering something for each of the senses. The peaceful landscape of the "Emerald Isle" and its many green **counties** is a true feast for the eyes, with its **rolling** green hills dotted with sheep and **cattle**. And down by the sea, the roar of the **ocean** waves and cries of the seabirds make up the music of the coast. On a quiet morning in the mountains, feel the sun on your skin, and breathe in the sweet scent of fresh flowers while birds **greet** the new day with their morning song. With all this beauty, it is not surprising that Ireland has developed strong traditions that include music, dancing, and dining. To have a chance of experiencing this, stop by a village **pub** and relax with a glass of **wine** or a local **beer**. Better yet, enjoy a delicious traditional Irish Beef Stew. If you're lucky, you might be able to enjoy some traditional music and dancing, too. And

假如你是高中英语以读促写的专家，请分析所上传的文档Beautiful Ireland and its Traditions 以便为学生写一篇英语作文“描述你喜欢的地方”做**结构**、**内容**和**语言**上的准备。

5. AI助力写作教学：打磨“结构”，实现“言之有序，意之能达”

分析《Beautiful Ireland and its Tradition

英文写作



一、文本结构分析：清晰的“总 - 分 - 总”框架

原文采用“总起点题 — 主体分层 — 总结升华”

仿，完全符合高一学生“描述地方”类作文的框架

1. 开头 (Introductory Sentences) : 开门见山

原文首句 “Ireland's beautiful country: great influence on its people and tradition”

核心魅力”开篇法：

直接点明描述对象 (Ireland's beautiful country)

关联“自然景观”与“人文传统”，为后文内容埋下伏笔，只写 “Ireland is beautiful”）。

学生写作借鉴：开篇可模仿“地方 + 核心特点”结构，例如：

“Xiamen, a coastal city in Fujian, is full of blue seas, small old streets and happy daily moments are closely connected.”

2. 主体 (Body) : “自然景观 (感官) + 人文传统 (体验) ” 双线展开

主体部分分两大层次，每部分都有“具体场景 + 细节支撑”，避免内容杂乱：

层次	核心内容	具体细节
自然景观层	从视觉、听觉、触觉等感官角度，描绘自然景观。	视觉：rolling green hills dotted with sheep and cattle (起伏的青山，点缀着羊群和牛群)；听觉：rolling green hills dotted with sheep and cattle (起伏的青山，点缀着羊群和牛群)；触觉：cool shade under banyan trees (榕树阴下的凉爽)；嗅觉：soft scent of lotus flowers (荷花的淡香)
人文传统层	结合中山公园专属景色，用感官展现美。	视觉：pink lotus flowers in the pond, big banyan trees with long roots (池里的粉荷花、长着长根须的大榕树)；听觉：frogs croak by the pond, wind rustles banyan leaves (池边蛙鸣、风吹榕树叶子的沙沙声)；触觉：cool shade under banyan trees (榕树阴下的凉爽)；嗅觉：soft scent of lotus flowers (荷花的淡香)



层次	核心内容	具体细节
自然景观层	结合中山公园专属景色，用感官展现美。	视觉：pink lotus flowers in the pond, big banyan trees with long roots (池里的粉荷花、长着长根须的大榕树)；听觉：frogs croak by the pond, wind rustles banyan leaves (池边蛙鸣、风吹榕树叶子的沙沙声)；触觉：cool shade under banyan trees (榕树阴下的凉爽)；嗅觉：soft scent of lotus flowers (荷花的淡香)
人文体验层	体现中山公园的特色活动，给出具体体验。	场景 1: watch old people play Nanyin (local music) under banyan trees (看老爷爷在榕树下唱南音)；场景 2: feed fish in the lotus pond with bread crumbs (用面包屑喂荷花池里的鱼)；场景 3: buy local snacks like tusun jelly at the park gate (在公园门口买土笋冻这类本地小吃)



5. AI助力写作教学：打磨“结构”，实现“言之有序，意之能达”

二、文本内容特点：“感官”

高一学生写“喜欢的地方”：
“景色很美”“书店很好”，而原文是“感官落地 + 场景具体”。

1. 感官描写：“每个感官都

原文没有笼统说“爱尔兰的
嗅觉”都有“具体载体”：

视觉：不说“绿色很多”，
而说“rolling green hills and cattle”（“起伏的”“点

听觉：不说“海边有声音”，
而说“the roar of the seabirds”（“roar

嗅觉：不说“有香味”，而
限定香味类型，更具体）。

学生写作借鉴：写感官时，

学生写作借鉴：写感官时，用“感官动词 + 具体事物”的搭配，例如（以厦门为例）：

- **视觉：**不说“厦门的景色很美”，而说“red walls of old houses on Gulangyu covered with pink climbing flowers (鼓浪屿老房子的红墙爬满粉花) ”“golden sand and blue sea stretching along Huandao Road (环岛路绵延的金沙与蓝海) ”；
- **听觉：**不说“海边有声音”，而说“soft piano music floating out of Gulangyu's villas (鼓浪屿别墅里飘出的轻柔钢琴声) ”“calls of vendors selling peanut soup by the street (街边卖花生汤的小贩吆喝声) ”；
- **嗅觉：**不说“有好闻的味道”，而说“rich smell of satay noodles from street stalls (街边小摊沙茶面的浓郁香味) ”“light scent of flame trees' flowers in spring (春天凤凰花的淡淡花香) ”；
- **触觉：**不说“风很舒服”，而说“cool sea wind brushing your face on the beach (海边凉爽的海风拂过脸颊) ”“soft shade under big banyan trees in Zhongshan Park (中山公园大榕树下柔和的阴凉) ”。

5. AI助力写作教学：打磨“结构”，实现“言之有序，意之能达”

三、文本语言特点：“基础词汇 + 生动表达”，高一学生可直接复用

原文语言不复杂，没有超纲词，但通过“形容词搭配、固定短语、简单句式

变化”让文字生动，非常适合

学生写作借鉴：积累“基础形容词 + 名词”搭配，结合厦门特色设计如下（均为高一核心词汇）：

1. 词汇选择：“用常见词，非核心词汇，但精准传递了细节”
 形容词 + 名词：用 “peaceful” (起伏的) 修饰 “hills”， “scent” (核心词汇，但精准传递了细节) 修饰 “satay noodles”
 比喻 / 固定短语：“Emerald feast for the eyes” (视觉部分”，且易记忆 (可替换为音)。

学生写作借鉴：积累“基础形容词 + 名词”搭配，结合厦门特色设计如下（均为高一核心词汇）：

- 用 “old” (旧的) 修饰 “red walls of Gulangyu houses” (鼓浪屿老房子的红墙) —— 简单词精准体现鼓浪屿的复古质感；
- 用 “cool” (凉爽的) 修饰 “sea wind by Huandao Road” (环岛路的海风) —— 基础形容词传递海边的舒适感；
- 用 “rich” (浓郁的) 修饰 “taste of satay noodles” (沙茶面的味道) —— 普通词汇点明本地美食的特点；
- 用 “bright” (鲜艳的) 修饰 “color of flame tree flowers” (凤凰花的颜色) —— 常用词突出厦门春季花景的明艳。

同时可复用 / 改编简单比喻 / 固定短语（贴合厦门场景）：

- 形容鼓浪屿街巷：“Gulangyu's small lanes with climbing flowers are a true feast for the eyes” (鼓浪屿爬满花的小巷是一场视觉盛宴) —— 复用原文短语，适配厦门景色；
- 形容南音表演：“The soft Nanyin singing under banyan trees is a feast for the ears” (榕树下轻柔的南音演唱是一场听觉盛宴) —— 替换 “eyes” 为 “ears”，贴合厦门人文；

1. 对文章的结构分析

在AI对文章进行结构分析时，能够进行**结构化+具体示例**处理。

例如：文章开头的写法——“**地方+核心魅力**”开篇法，这就是**结构化**处理，有利于给学生留下清晰的印象。

在结构化之后，不只是分析这篇文章的开头如何体现以上开篇方法，而且立即提供了两个可借鉴的例子，进一步促进学生对这种写作方法的具体认知。

我们在平时教学时，通常只是分析文章本身的结构和里面对应的句子，没有这样**提炼出来可迁移的结构**，更没有立即**再多举几个例子来马上夯实**，因此学生在写作时用不上或用不对。

2. 对文本内容特点的分析

AI对文本内容特点的分析，也是采取了**结构化+具体示例**处理。

例如，它提炼描述一个地方的方法，要**“感官细节+具体场景”**。这个公式易于让学生记住有效描述的方法。

在把方法结构化之后，AI不是像前面分析文章结构时，直接给几个句子作为可借鉴例子，而是采取表格的方式，给**错误示例和正确示例**。

那些错误示例，正是学生们平时写作中常出现的问题。正确示例给出了具体化的对错误示例的修改版本。通过这样**正反对比**，学生一下子就能感受到运用这种写作方法的妙处。

这种阅读正反示例的过程也是一种**体验语言表达效果**的过程。

5. AI助力写作教学：打磨“结构”，实现“言之有序，意之能达”

3. 对文本语言特点的分析

AI对文本语言特点的分析，也是采取了**结构化+具体示例**处理。

例如，它把描述一个地方的语言特点提炼成：“基础词汇+生动表达”。
让学生马上就能了解有效语言表达的基本途径。

在“词汇选择”和“句式设计”方面，AI不只是通过分析当前阅读文本的词汇和句式，让学生一下子就能清晰了解词汇和句式选择，而且还给了学生写作可借鉴的词汇和句式。并且词汇都是分类提供的。

反观我们平时的教学，一方面词汇分析不到位。另一方面，给学生的词汇大部分情况下是零散的，学生不知如何使用。而且，我们没有在分析课文句子的基础上，紧接着给出类似句子，让学生马上进行消化吸收。

4. 对仿写框架的分析

AI最后还给出了一个仿写框架。这个框架不只是给学生文章的**结构**：开头、主体1（自然+感官）、主体2（自然+感官）、结尾，还提供了**含有内容和语言表达的写作模板，以及示例**。

写作模板中既提供了一些给学生的**句型支架**，又给了学生一定的**发挥空间**，他们需要在空白处填上自己个性化的内容。学生表达有困难时，还可以学习AI给出的**示例**。

总结

AI 会改变很多事情，
但有两件事永远不会变：

学生需要理解，需要鼓励，需要引导。
这些永远属于老师。

未来不是“AI 教学生”，
未来是——懂 AI 的老师，让学生学得更好！



博为通识
雅在修身

谢谢聆听

THANK YOU FOR LISTENING



2025.12.6