

河北省初中英语 作业设计与实施指导意见

为深入贯彻落实中共中央办公厅、国务院办公厅《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》精神，根据河北省委办公厅、省政府办公厅《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的实施方案》要求，结合初中英语学科特点，制订《河北省初中英语作业设计与实施指导意见》，旨在优化学校作业管理水平，提高作业设计的规范性、科学性，增强作业实施的有效性，切实减轻学生过重课业负担，发挥英语课程的全面育人功能。

一、总体要求

坚持以习近平新时代中国特色社会主义思想为指导，全面贯彻党的教育方针，落实立德树人根本任务，培育课程核心素养，着眼建设初中英语高质量教学体系，实践英语学习活动观，实施“教—学—评”一体化，完善作业辅导，发挥作业育人作用，帮助学生增进学习体验、建构生活意义、优化师生关系。

二、设计原则

（一）落实立德树人根本任务，培育课程核心素养

英语课程核心素养包括语言能力、文化意识、思维品质和学习能力，四项核心素养相互渗透，融合互动，协调发展。作业设计应该以核心素养为指向，突出基础性、应用性和创新性，在巩固知识和强化语用的同时，帮助学生学会学习，理解和鉴赏中外优秀文化，增强家国情怀，坚定文化自信，促进国际理解，逐步形成跨文化沟通与交流能力，发展逻辑思维和辩证思维，涵养道德情操和审美情趣，树立正确的世界观、人生观和价值观。

（二）依据课程标准，整体考虑作业设计

作业是教师在课堂学习过程中和课堂学习之后，促进学生巩固和运用所学内容而设计的基本训练材料和学习诊断材料。教师应依据学科课程标准确定单元目标、课时目标、作业目标和作业内容，从学科知识、学科方法、学科思想、学科价值的层面整体考虑作业设计。强化单元主题意义探究，紧扣课堂学习内容和教学目标，在作业设计与实施的过程中保持课程标准、课程内容、作业目标、作业内容和作业评价的一致性。

（三）布置不同层次的作业，提供多样化作业形式

根据作业考查的认知层次，课后作业可分为识记、理解、应用、综合等层次。教师要针对不同学生特点，有针对性地布置不同层次的作业，促进学生完成基础性作业，强化实践性作业，探索探究性作业和跨学科综合作业。初中英语作业可以是听说类形式，如通过模仿跟读来规范语音、语调和重音等，培养语感；可以是交际类形式，如设计角色扮演、任务展示等活动增加使用语言的机会；也可以是写作类形式，如运用所学内容进行写作表达思想感情。

教师要提高自主设计作业的能力，作业设计要符合学生的认知水平，富有认知挑战性，指向学生的深度学习，不同难度作业题目比例合理，科学预估完成时间。坚决克服机械、无效作业，杜绝重复性、惩罚性作业。

三、作业的主要类型和目的

英语课时作业设计应该满足不同学生在英语学习方面不同层次发展的需求，主要包括巩固性作业、拓展性作业和探究性作业三种类型。从知识的习得，到能力的培养，再到综合素质的形成，初中英语作业应体现知识巩固、能力拓展、交流合作、意义建构和助力未来发展的功能。

（一）巩固性作业

此类型作业面向全体学生。强化学生对所学内容的记忆和理解，着力巩固当堂学习所涉及的基础知识和基本技能，实现教学目标的基本要求。初中生应该在校内完成此类作业的全部内容。

（二）拓展性作业

此类型作业面向全体学生。围绕学习过程中的重点、难点和易错点，教师对教

材和教辅中的作业题目进行汇编、改编或者创编，通过构建多样化的实践场景，对知识进行不同程度、不同形式的融合设计，让学生在实践中理解并应用知识。初中生应该在校内完成此类作业的大部分内容。

（三）探究性作业

此类型作业供学生选做。作业设计指向主题探究，整合英语课程六要素，倡导在体验中学习、在实践中运用、在迁移中创新。探究性作业引导学生探究未知领域，能够发现问题、分析问题，并灵活运用所学知识解决问题，从而使学生具备认识无限世界的能力，促进学生语言学习、知识建构、思维发展和文化意识的形成。此类作业需要教师开展研究型、项目化、合作式学习，留给学生充足时间完成概念界定、信息收集、资源整合和成果展示等系列任务。

四、作业的批改和反馈

（一）全批全改 多维评价

教师对学生作业要全面批改，采取集体讲评、分组讲解、个性化沟通等多种方式反馈作业情况。根据不同的学情和作业类型，丰富评价主体，把教师评价、同伴互评和自我评价有机结合。评价维度不仅关注知识的掌握状况，而且引导学生对自己的学习过程、学习方法、学习态度和學習习惯等方面进行客观评价，发挥作业课堂教育的延伸功能。

（二）集中会诊 典型示范

教师从批改过的英语作业中筛选出典型错题进行“集中会诊”，思考问题产生的根源，分析错误的原因，引导学生归纳总结正确的思路，并通过作业完成情况分析自身学习的得与失。教师要定期展示学生作业的优秀案例，发挥其榜样、示范作用，培养学生荣誉感，激励学习动能，营造比学赶帮超的学习氛围。

（三）个别辅导 注重过程

教师应该基于学生呈现的作业结果分析学情。既要开展共性分析，又要针对学生表现出的个性差异，为每位学生提供支持与帮助。教师要分批次地开展作业的面批讲解，做好答疑辅导，适时、真切地使用赞许、鼓励、启发性语言激发学生学习愿望。教师要建立学生日常作业档案，详实记录学习过程，观察学习状态，向学生介绍和示范不同的英语学习策略，逐步培养学生自主学习和时间管理能力，引导学

生身心健康发展。

（四）依托技术 以评促学

教师通过合理利用数字技术实现英语教与学方式的变革。梳理国家和省市教育资源服务平台中的优质在线资源，为学生提供满足个性化需求的英语学习数字资源；开展在线答疑，通过网络帮助学生解决在完成作业的过程中遇到的问题；利用智能平台，借助现代信息技术进行学生作业完成情况的数据统计。教师要根据作业反映的学生学习状况及时调整教学内容、优化教学方式、协调教学节奏，持续反思和改进教学，服务学生课程核心素养的形成与发展。

五、作业分类案例及解读

（一）七年级作业案例

案例1：单元主题Countries around the world中第3课时China

◆ 巩固性作业

1. Listen and read the text after the recording, then fill in the chart.

| Country | | | Flag | Places of interest | Famous animal |
|---------|---------|---------|------|--------------------|---------------|
| China | Chinese | Beijing | | | |

2. Look at the pictures and fill in the blanks, then try to tell it to your friends.



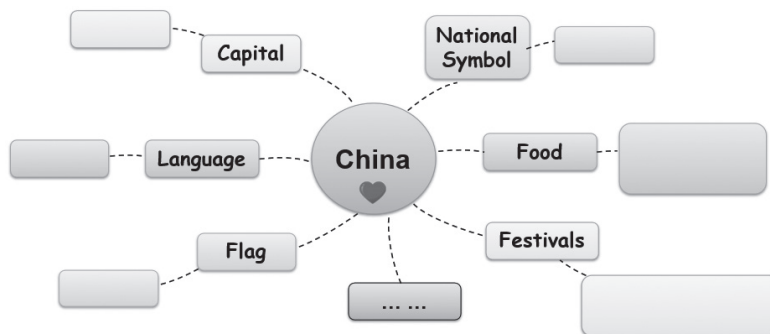
Do you know about China?

China is a great country. We speak (1) _____ in China. The (2) _____ of China is red. It has five (3) _____. The (4) _____ of China is Beijing. It is a city with a long history. There are a lot of places of interest in Beijing, such as (5) _____ and (6) _____. They are famous around the (7) _____. The national animal of China is (8) _____. They mainly live in Sichuan. They are lovely.

◆ 拓展性作业


3. Find more information about China and finish the mind map, or you can

draw your own mind-map.



4. In groups, leave messages about your hometown on Jason's Microblog, then make a poster and introduce it.

Jason: Hi, guys. I'm from the U.K. I love China very much. Can you tell me more about it? 😊

A:  Hello, Jason. This is the Ancient Lotus Pond in Baoding. It's very beautiful. Baoding is my hometown. It's south of Beijing. It has a long history. Welcome to Baoding!

B: _____ ;

C: _____ ;

D: _____ ;

... ..

◆ 探究性作业

5. Project: Work in groups, finish the Brochure of China, then share it with your classmates. You can search the Internet to find information.

Requirements (要求):

- (1) 手册自行设计: 内容丰富, 布局美观
- (2) 内容包括: ① 手册封面 ② 从不同角度介绍中国的文字和图片

◆ 参考答案

1.

| Country | Language | Capital city | Flag | Places of interest | Famous animal |
|---------|----------|--------------|------------------|--------------------------------------|---------------|
| China | Chinese | Beijing | red , five stars | the Palace Museum, the Great Wall... | pandas ... |

2. (1) Chinese (2) flag (3) (yellow) stars (4) capital (city)
(5) the Palace Museum (6) the Great Wall (7) world (8) pandas

3. Capital: Beijing; Language: Chinese; Flag: red, five yellow stars;

National symbols: panda, the Great Wall, the Palace Museum;

Food: dumplings, noodles, Beijing duck;

Festivals: the Spring Festival, Mid-autumn Day, Dragon Boat Festival...

4. One possible version:

B: Welcome to Shijiazhuang! It's the capital city of Hebei Province. You can enjoy the hot spring and delicious food here.

C: My hometown Qinhuangdao is a very beautiful city by the sea. There is no pollution, no noise, but fresh air and a large forest. I'm sure you'll like it.

D: I am from Zhangjiakou. Welcome to my hometown and enjoy the Winter Olympics.

E: Do you know Chengde Summer Resort? It's famous for "garden in mountain, mountain in garden." It's in my hometown. Do you like here?

... ..

5. 略

◆ 设计意图

本课时巩固性作业和拓展性作业用时大约25分钟。作业设计目的是让学生运用英语介绍中国和家乡的概况，如：地理位置、语言、首都、国旗、名胜古迹、珍稀动物等，增进学生对祖国和家乡的了解。巩固性作业是巩固本节课的重点词汇和语法。练习1通过听读课文，模仿语音语调，培

养语感。同时，整合文本信息，梳理重点内容，运用表格的形式呈现结构化信息；练习2利用图片和语篇的形式重现课文内容，填写重点信息。拓展性作业增加了梯度，练习3利用思维导图的形式呈现结构化内容；练习4要求学生以小组为单位，通过微博互动的方式介绍自己的家乡，在生活化情境中巩固所学，表达观点，培养学生的交际能力。制作海报的过程既有利于整合碎片化信息，同时又能培养学生的沟通与合作能力，促进自身与团队的共同成长。本课时的探究性作业为单元作业，需要学生在一周内完成。学生能够以小组为单位制作完成《中国概况手册》，领取任务，搜集信息，从不同的角度完成图片和文字信息，形成语篇，汇集成册，交流展示。此作业设计的目的是培养学生主动探究的精神，既促进跨学科交流融合，如与地理、美术等学科融合，又引导学生拓展资源，丰富语篇，培养学生的信息加工能力、逻辑思维和创新思维能力，感受祖国的美丽和伟大，增强身份认同和文化自信。

（二）八年级作业案例

案例2：单元主题My Favourite Subject中第4课时Lily learns about China!

◆ 巩固性作业

1. Listen to the passage and fill in the blanks.


Lily is a Canadian girl. Her favourite subject is (1) _____ studies. She loves it because she can learn a lot about different countries of the world. Lily wants to (2) _____ to China and know more about China. China is a (3) _____ country and it has many kinds of (4) _____ food. Lily loves Chinese food. Her (5) _____ restaurant is Beijing Beijing Peking House.

2. Give a brief introduction about what Lily has learned about China.

Requirements:

Step 1: Use your own words to introduce what Lily has learned about China briefly in the third person.

Step 2: Record your introduction and send it to your English teacher via an APP.

| Items (项目) | Requirements (要求) | Results (结果) |
|----------------------------------|---|--------------|
| Words and phrases to use (词语) | recently, southern, tourist, Mother's Day, Father's Day | ☆☆☆☆ |
| Structure to follow (结构) |  What How Why | ☆☆☆☆ |
| Tense to use (时态) | the present perfect tense | ☆☆☆☆ |
| Person to use (人称) | the third person | ☆☆☆☆ |

◆ 拓展性作业

3. Read the passage and answer the questions.

China has a long history. There are many places of interest. Some of them are great mountains, long rivers and beautiful lakes.

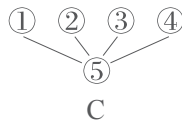
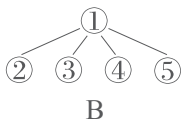
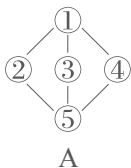
Many mountains are very famous, such as Mount Tai, Mount Emei and Mount Hua. People go to Mount Tai to see the sunrise.

In China, the Yangtze River is the longest river, and the second longest one is the Yellow River.

Do you know the love story about Xu Xian and Bai Suzhen? It took place near the West Lake. The West Lake is in the south of China. It is in Hangzhou, Zhejiang. There are a lot of beautiful poems about it. Some of the poems were written by Bai Juyi and Su Dongpo. The West Lake is also the home of the famous tea—Dragon Well (龙井).

China is a great country. Many people come to China from all over the world every year.

- (1) The passage tells us the mountains, _____ and lakes in China.
- (2) Which mountain is famous for the sunrise?
- (3) Some of Bai Juyi's and Su Dongpo's poems are about _____.
- (4) What's the passage mainly about?
- (5) The structure of the passage may be _____?



◆ 探究性作业

4. Tell us your favourite subject! Show the class why it is your favourite subject and what else you want to learn in this subject?

| Subjects | Some things you can do | More things you want to learn |
|----------------------|---|-------------------------------|
| Do you like maths? | Talk about jobs that use maths. | |
| Do you like English? | Read a story or a poem. | |
| Do you like P.E.? | Talk about your favourite sport and show how to play it. | |
| Do you like art? | Talk about your artwork and present some of the things you have made in your art class. | |
| Do you like ... ? | Talk about what you have learned in this class. | |

◆ 参考答案

1. (1) social (2) travel (3) great (4) traditional (5) favourite

2. 略

3. (1) rivers (2) Mount Tai (3) the West Lake

(4) It's mainly about the places of interest in China. (5) A

4. One possible version:

My favourite subject is English. Recently, I have learned a fancy poem named "China the Youthful" in English class. I would like to share it with you:

China the Youthful

Among the many pretty ones,

Only you do not use makeup.

Your feelings are genuine,

You have a radiance all your own...

You are youthful!

Among scores of high mountains,

Only you have a longer horizon.

*Looking for close friends among equals,
And building up oneself through honest deeds...*

You are China!

Wish I can learn more fancy poems, stories about China in my English class. Because I like to communicate with the people around the world and I also want to spread the great Chinese history and culture to the world. Thank you for listening.

◆ 设计意图

本课时作业用时大约25分钟。作业设计目的是让学生谈论Lily最喜爱的科目的基础上,比较国内外课程的设置,思考学校生活。巩固性作业目的是巩固本节课的重点词汇、语法和语用知识,增强语篇意识。练习1通过听课文缩写文本,锻炼学生的英语听力,加深学生对教材文本的理解;练习2通过复现文本结构,帮助学生完成课文转述。拓展性作业是一篇关于中国山川河流和名胜古迹的课外阅读,问题设置侧重培养学生对内容的理解、分析与推断,考查了文本结构。本课时探究性作业是通过写作和展示让学生实践课上所学内容,将单元主题与生活实际相结合,引导学生探究学科价值,树立长远的努力目标。

(三) 九年级作业案例

案例3: 单元主题Look into Science中第5课时DNA—The Story of You

◆ 巩固性作业

1. Listen to the recording and fill in the blanks. Read the passage fluently.

| | |
|--------------------|--|
| What is DNA? | DNA is a (1) _____ of life. In (2) _____, a blueprint is a drawing that shows how to put a house together with many different parts. |
| How does DNA work? | Building a living thing is far more (3) _____ than building a house. What you are like is strongly (4) _____ by your DNA before you are born. |

| | |
|-----------------------------------|---|
| <p>Fantastic things about DNA</p> | <p>➔ (5) _____ for some twins, every living thing has its own unique DNA.</p> <p>➔ Scientists can look for health problems and help you before you become sick.</p> <p>➔ There are (6) _____(copy) of your DNA in every part of your body.</p> <p>➔ You have your own unique DNA, but it (7) _____ patterns from your parents' DNA. From your DNA, scientists can identify not only you but also people who are (8) _____ to you, like your parents, grandparents, grandson or granddaughter.</p> |
| <p>Summary</p> | <p>Your DNA has (9) _____ of (10) i_____ that explain why you are the way you are. It's one of the most amazing things on the earth.</p> |

2. Draw your own mind map of this text and retell it to your parents.

◆ 拓展性作业

3. Read the passage and finish the following tasks.

First, I think cloning pets is good for the pets' owners. Every pet will die one day after some time. When it dies, the owner will feel very upset. I think cloning pets is a creative way to promote (促进) human and animal relationships, which is especially important for children and old people. Pets can bring them much joy.

——Kuan Jialin, 13

I think cloning isn't as good as we might think. As we know, cloned animals can't live normal lives like other animals because their lives are shorter. Additionally, cloning affects DNA, which will lead to more genetic(基因的) similarities among pets. All pets will start to look the same and their owners won't be able to part them. This could cause problems.

——Liu Xiaoxiao, 14

First, people can help endangered animals survive by cloning them. For example, the Pyrenees goat (比利牛斯山羊) is disappearing. But cloning can help it survive. Cloning can also allow us to make large numbers of animals that can provide us with meat, such as cattle, sheep and pigs. In addition, scientists are looking for new sources of organs of organ transplants (器官移植). I believe this will happen in the near future and save people's lives.

—— Lin Yangyang, 15

Cloning is already very expensive. A lot of people can't afford it. There are also health problems. The cloned sheep Dolly had a defect and suffered from a serious lung disease. This means that cloned pets may be at a greater risk of dying earlier than normal pet. We should just cherish(珍惜) the pets we have now.

——Sun Ke, 11

(1) What does Kuan Jianlin think of cloning pets?

- A. Cloned animals' lives are shorter.
- B. Cloning is already very expensive.
- C. Cloning can help endangered animals survive.
- D. Cloning can promote human and animal relationships.

(2) _____ support the idea of cloning.

- A. Kuan Jianlin and Liu Xiaoxiao
- B. Lin Yangyang and Sun Ke
- C. Liu Xiaoxiao and Sun Ke
- D. Kuan Jianlin and Lin Yangyang

(3) Sun Ke reminds us _____.

- A. cloning affects DNA

- B. pets can bring us much joy
- C. we should cherish the living pets
- D. cloned animals provide us with meat

(4) What does the underline word “defect” mean?

- A. affect
- B. disease
- C. disadvantage
- D. cost

(5) The passage is probably a(n) _____.

- A. report
- B. interview
- C. novel(小说)
- D. instruction


(6) List the reasons they are for or against the idea of cloning.

| for | against |
|-----|---------|
| | |

◆ 探究性作业

4. Project: Please read the interactive section of the school newspaper carefully, and write back.

Dear classmates, here is a question.
Is it a good idea to change the DNA of the food we eat? Some people say doing this makes our food better. Others think it's too dangerous. What do you think of it? Why?



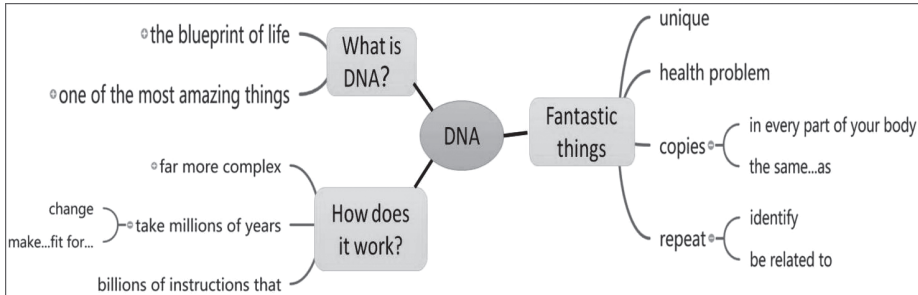
Hello, everybody. As for me, I think / I don't think _____

◆ 参考答案

1. (1) blueprint (2) general (3) complex (4) influenced

- (5) Except (6) copies (7) repeats (8) related (9) billions
 (10) instructions

2. One possible version:



3.(1)-(5): DDCCB (6)

| for | against |
|---|---|
| 1.It is good for the pets owners 2.It is an creative way to promote human and animal relationships. 3.People can help endangered animals survive. 4.Scientists are looking for new sources of organs of organ transplants. | 1.Cloning affects DNA. 2.Cloned animals can't live normal lives. 3.Cloning is already very expensive. 4.Cloned pets may be at a greater risk of dying earlier than normal pet. |

4. One possible version:

Hello, everybody. As for me, I don't think it's a good idea to change the DNA of the food we eat. Genetically modified food is the use of modern molecular biology techniques. Though many people think this can improve food production, we still don't know whether the food that has changed its DNA harms people's health and how much it effects our health. It may lead to new diseases. It may also create new toxins. In addition, it may destroy the ecosystem. And the harm is serious.

◆ 设计意图

本课时作业用时大约30分钟。作业设计目的是让学生了解DNA的概念和作用，以及人类利用DNA开展的探索。巩固性作业目的是构建语篇意

识，整合关键信息，梳理重点内容。练习1运用表格的形式呈现结构化信息；练习2学生通过制作思维导图巩固本课基础知识和基本框架，提升逻辑思维能力。作为拓展性作业，练习3提供新的学习资源，开拓学生视野，帮助他们适应中考题型（细节理解、词义猜测和主旨大意），达到教、学、评一体化。探究性作业将读写结合，提升学生的分析、概括和总结能力。练习4要求学生深刻理解文本内容的同时，梳理归类信息，提出个性化的表达。