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| **高三独立主格语法复习课** |
| **教课教师** | 云南民族大学附属高级中学高三英语组方琳 |
| **内容分析** | 虽然独立主格（Absolute Construction）不是高中课程要求必须掌握的内容，但是读后续写新题型的出现让独立主格成了**为写作增添句式丰富性和语言生动性的必备语法项目**。 |
| **设计理念** | 语法课往往只是单纯的形式与规则的被动输入，学生很难主动参与，很难收获生成性和创造性的学习效果。针对这一现状，教师力求在梳理独立主格基本结构和功能的基础上，带领学生尝试**借助语境、总结归纳、小组合作**等学习策略，力争达到在**用中学**和**学中用**的目的，引导学生树立“**形式—意义—使用**”的**三维动态语法观**。 |
| **学情分析** | 授课对象为云南民族大学附属高级中学高三（4）班学生。**①**总体来说，该班学生**英语基础扎实**，**学习、反应和运用能力较强**，教师可以适当加大课堂容量和加快课堂节奏。**②**教授本节课不久之前，学生参与了高三年级篮球比赛，学生的**篮球热情高涨**。**③**但是该班学生较为**内敛**，平时缺乏回答问题的主动性和积极性，教师应该巧妙利用小**激励机制**鼓励学生展示自我。**④**学习本课之前，全班学生已经经过各种渠道**见过独立主格**，**初步了解过独立主格的形式和功能**，在教师的引导之下**进行过句式升级和造句练习**，部分英语基础和运用能力较强的学生，甚至已经**可以把独立主格运用在读后续写中**。**⑤但是，**学生**尚未系统学习过独立主格**，运用也**缺乏准确性**。综上，本堂独立主格复习课显得非常**必要**和**重要**。 |
| **教学目标** | 1. **总结**独立主格的结构和功能；
2. **识别**独立主格结构；
3. **运用**独立主格升级和完成句子；
4. **运用**独立主格描述图片。
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| **教学重点** | 1. 总结独立主格的结构和功能；
2. 运用独立主格描述图片。
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| **教学难点** | 运用独立主格描述图片。 |
| **课标依据** | 在比较复杂的语境中，能口头描述自己或他人的经历，表达情感态度，描述事件发生、发展的过程，描述人或事物的特征。 |
| **教学方法** | **情境教学法、任务教学法、合作学习法** |
| **教学过程** |
| **教学步骤** | **教学活动** | **教师活动** | **学生活动** | **设计意图** |
| Presentation | Lead-in | * Ask students what I was doing and what the students were doing in the photo.
* Describe the photo with two compound sentences first.
* Show students how to rewrite the sentences with absolute construction.
 | * Use some key chunks to describe the photos.
* Observe the teacher how to rewrite the two compound sentences with absolute construction.
 | 利用篮球赛引出话题、激发学生兴趣。 |
| Compare & Summarize | * Lead students to compare the following two sentences and summarize the basic form of absolute construction.
 | * Speak up the components of the two sentences.
* Summarize the basic form of absolute construction.
 | 归纳总结法学习语法的形式和功能。 |
| Observe & Summarize | * Lead students to observe more sentences to summarize the forms of absolute construction and function.
 | * Summarize the varied forms of absolute construction and its function.
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| Practice | Identify & Rewrite Sentences | * Ask students to identify the sentences that use absolute construction.
* Lead students to rewrite the sentences that do not use absolute construction.
 | * Work in groups to identify the sentences that use absolute construction.
* Learn how to rewrite sentences.
 | 合作学习法识别独立主格，为独立改写做好准备。 |
| Rewrite Sentences | * Assign students to rewrite sentences with absolute construction.
 | * Work in groups to rewrite sentences.
 | 在情境中初步运用所学知识。 |
| Complete Sentences | * Require students to complete sentences with absolute construction according to Chinese.
 | * Work in groups to complete sentences.
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| Production | Describe Photos | * Ask students to describe one of the photos using at least one absolute construction.
* Set an example for students.
* Make the evaluation criteria clear.
* Move around and offer instant help.
 | * The students are divided into six groups and they are responsible for different photos.
* Work in groups to write down their descriptions of one photo.
 | 运用所学知识描述图片，达到知识的迁移运用和创新。 |
| Assessment | * Invite students to present their work and others to make some comments on their works.
* Generally comment the presentations based on their works and comments.
* Show students what the teacher wrote.
 | * Learn from others, comment on others’ works and help to correct errors.
 | 通过学生自评、同伴互评和教师评价实现教学评一体化。 |
| Summary | Self-evaluation | * Ask students the following questions to help them do self-evaluation.
 | * Think about the questions to evaluate themselves.
 | 通过及时自评让学生获得学习成就感或者及时发现问题。 |
| Have you achieved the following objectives? 1. Know the form and function of absolute construction;
2. Rewrite sentences with absolute construction;
3. Complete sentences with absolute construction;
4. Describe photos with absolute construction.
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| Assignment | Describe one of the scenes with absolute construction.  | 迁移运用巩固所学知识。 |
| Blackboard Design | 状语独立主格+副词形容词介词短语非谓语名词/代词= |
| **教学反思** | 本堂课中，学生能够清晰明白教师意图，与教师积极互动。由于采用了小组累计加分激励机制，学生积极主动回答问题，课堂参与度很高，课堂氛围和谐活跃。教师抛出一个又一个学习活动和任务，把学习重难点串联起来，从很大程度上降低了学习难度，激发了学生的学习欲望。通过利用篮球赛创设情境，展示学生自己的图片，学生学习热情持续高涨。通过归纳总结学习法，学生不再觉得语法就是枯燥的条条框框，充分调动了学生积极主动思考，锻炼了他们的逻辑思维能力。通过小组合作学习，学生扬长避短、互帮互助，实现了高效学习。本堂课中，学生真正地做到了做中学和学中用，让他们潜移默化地明白语法和生活学习是可以建立实际联系的，不是孤立存在和枯燥无聊的。当然，教学总是不完美的艺术。教师可以在教学评价环节让语言更加丰富，利用更加有效的方式让更多的学生参与到课堂当中，听到不敢举手发言的学生的声音。 |