**Unit 1 Discovering Useful Structures 教学设计**

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| **基本信息** | **科目** | 英语 | **年级册次** | 高一必修三 | **Unit 1** |  |
| **姓名** |  | **学校** |  |
| **教材分析** | 本课的主题为“描述节日活动”。【**What**】本部分有机结合单元主题“节日”和语法版块内容--动词-ing形式作表语和定语，通过引导学生观察、分析与归纳掌握其用法。该板块内容都与节日主题密切相关，而且蕴含丰富的文化信息。这些文化体验能让学生学会换位思考，还有助于他们养成开阔的心胸，对不同民族的文化习性保持尊重和理解。【**How**】本课内容与本单元主题节日一致，采用大量例句向学生展示动词-ing形式作定语和表语的语法特征，便于学生观察。同时，创设了对话，根据不同节日创设不同练习形式，为学生学习语法知识提供了丰富的语境和方法。【**Why**】丰富的节日活动往往会带给人们深刻的印象和不同的感受，无论是在口头表达还是在书面表达中，人们对节日活动的描述都与亲历者的情绪交织在一起，而常用来表达人物情绪和感受的典型结构之一便是用作定语和表语的动词-ing形式，这也是本单元要学习的核心结构。 |  |
| **学情分析** | 首先，高一的大部分学生的学习态度比较好、比较积极。但大多数学生是第一次接触动词-ing形式，对-ing形式的掌握仅限与做主语和宾语。不熟悉动词-ing形式的其他用法。 |  |
| **教学目标** |  1. To analyze the meanings and functions of the –ing forms used as attributes and predicative.  2. To know how to use the –ing forms as attributes or predicative correctly. 3. To apply them into the writing practice.  |  |
| **教学重难点** | 教学重点： 掌握动词-ing形式作表语和定语的用法。 教学难点： 学生能灵活根据不同情境使用动词-ing形式来描述节日活动。 |  |
| **教学资源** | 多媒体 |  |
| **教学活动设计** |  |
| **教学过程** | **活动形式及步骤** | **活动意图** | **时间** |
|  Lead–in | 1. 复习非谓语动词相关知识。**非谓语动词使用条件****一个句子当中，已经存在一个主句（谓语动词）,又没有连词的情况下,还有别的动词出现时。**非谓语动词的形式：**不定式 to do；现在分词 v-ing；过去分词 v-ed。**  | 复习已学内容：非谓语动词，激发学生了解更多相关知识。 | 5mins |
| 语法讲解 | **1.动词-ing的形式和特点。**1）V-ing 形式由 “do＋ing” 构成, 其否定形式是 “not doing”, V-ing 可以带宾语或状语构成 V-ing 短语, 没有人称和数的变化, 但有时态和语态的变化。2）结构 3）动词-ing形式的用法：作主语、宾语、表语、状语、定语、宾补。 **2. 动词-ing形式作定语。** 1）动词ing形式作定语的意义 动名词作定语表示名词的性质、特征或用途。 现在分词作定语表示名词的状态：进行、主动。 2）用法 现在分词短语作定语通常放在修饰词的后面，并且可以转化为一个定语从句。  单个的过去分词修饰复合不定代词something, everything, anything, nothing, nobody等或指示代词those时，要放在这些词的后面。 3）现在分词和过去分词作定语的区别 a burnt house boiling water  a burning house boiled water  4）练习 1.The man \_\_\_\_\_\_\_\_\_(make) a phone call is the chairman of the committee. 2.The stadium \_\_\_\_\_\_\_\_\_(design) last year is the biggest one in our city. 3.The man \_\_\_\_\_\_\_\_\_（stand) there is our teacher. 4. My brother is a lawyer \_\_\_\_\_\_\_\_\_\_(work) in a court. 5. The building \_\_\_\_\_\_\_\_\_\_\_\_(build) now will be finished in two month. 6.He often carefully watches the doctors in the \_\_\_\_\_\_\_\_\_\_\_\_\_(operate手术) room. 7.The \_\_\_\_\_\_\_\_\_\_\_\_\_(sleep) baby is my sister’s son. 8.Today there are more airplanes\_\_\_\_\_\_\_\_\_\_\_\_\_(carry) more people than ever before in the skies. 9.The woman \_\_\_\_\_\_\_\_\_\_\_\_\_(wash) dishes over there is my aunt. 10.The question \_\_\_\_\_\_\_\_\_\_\_\_\_\_(discuss) at present has something important to do with our daily life.3. 动词-ing形式作表语。 ⮚ 分词作表语，多表示主语具有的特征和状态 。 ⮚ 现在分词作表语，多表示主语具有的特征，常译为令人……的; ⮚ 过去分词作表语，多表示主语具有的状态，常译为感到……。**注意**：作表语的动词-ing 形式,许多是由能够表示人们某种感情或情绪的动词变化而来的。常见的有:moving, interesting, encouraging, exciting, inspiring, boring, surprising, puzzling, amusing, astonishing等。这类词有“令人……的”的含义,常修饰物。动名词作表语与主语通常是对等的关系，表示主语的内容，主语、表语可互换位置。练习：1. The plants that they found there were (astonish). 2. I was (astonish) to learn that the exam was delayed. 3. It is \_\_\_\_\_\_\_\_(amaze) that the crowds gathered on the street to celebrate the National Day.   4. He looked  (interest) in the idea I put forward.  5.The result of the football game was \_\_\_\_\_\_\_\_\_\_\_(disappoint). 6.We are\_\_\_\_\_\_\_\_\_\_\_ by the \_\_\_\_\_\_\_\_\_\_\_\_ questions. (puzzle) 8.The news was so \_\_\_\_\_\_\_\_\_\_(interest) that we were all \_\_\_\_\_\_\_\_(amuse).9.Your task is \_\_\_\_\_\_\_\_\_\_(type) all the articles. 10. It is \_\_\_\_\_\_\_\_\_ (annoy)that all my belongings have been stolen on the train.  | 通过规则和例句讲解，让学生快速掌握动词-ing形式的具体用法。为后面写作语言输出阶段做积累和铺垫。通过即时练习，巩固这部分所讲知识，培养学生的理解和运用能力。 | 15mins |
| **课堂练习** | **1、实战高考** 1. If you are a teenager \_\_\_\_\_\_\_ (live) in certain parts of the province, you could be eligible(符合条件) for this program, which provides eight weeks of paid employment along with training. (2019全国卷Ⅰ)2. With \_\_\_\_\_\_\_\_ (shine) dark eyes, he seems like the kind of kid who would enjoy public speaking. (2019全国卷Ⅰ) 3. “After all, everyone has bad days and good days,” he said. “Some days you need a \_\_\_\_\_\_\_ (help) hand and some days you can be the one \_\_\_\_\_\_\_ (give) the \_\_\_\_\_\_\_ (help) hand.” (2019浙江卷)  2. 填空。1.One of the good exercises is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(swim).2.The real problem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(get) to know the needs of the customers.3.The important thing now is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(save) lives.4.The situation both at home and abroad is very\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(inspire).5.The book is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(interest) and I'm interested in it.6. He remembered our names from ten years ago--- isn’t that just\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(amaze)?7. Poems which seemed dull and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(bore) suddenly came to life.8. She looked small and gentle and altogether\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( charm).9. --- I regret to inform you that you failed in the exam. ---You should regret \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(not study) harder.10.A young man \_\_\_\_\_\_\_\_\_\_\_\_(write) novels came to speak to us yesterday. | 通过不同形式的练习，为学生提供不同语境的语篇，使学生能够将所学知识进行融会贯通，并且灵活的进行使用。 | 5mins |
| **作业：**1. Finish the exercises in *Learning English*.2. Preview *Listening and Talking* on page 7.**课后反思**本节课是语法课，主要目的是使学生能够掌握并灵活运用动词-ing形式作定语和表语的用法。在教学过程中，教师运用了多种语篇模式和教学形式，结合本单元节日的主题，为学生提供了大量的真实语言环境进行语法学习。同时，也运用了很多教学手段，包括小组合作、自主探究等，力图全方位多角度使学生在轻松愉快的氛围下掌握好本单元语法知识。 |  |