**教学设计**

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| 课程基本信息 | | | | | | | | |
| 学科 | 英语 | | 年级 | 高一年级 | | 学期 | | 秋季 |
| 课题 | 必修第三册 Unit 2 Discovering Useful Structures | | | | | | | |
| 教学目标 | | | | | | | | |
| 1. 在单元主题语境的相关语篇中中分辨-ing形式作定语和表语的用法及意义；  2. 归纳并掌握动词-ing形式作表语和作定语的用法和意义；  3. 借助语料对比，能够区分动词-ing形式和过去分词形式在作表语和定语时的区别；  4. 能够恰当使用-ing形式作表语和定语描述节日及节日活动。 | | | | | | | | |
| 教学内容 | | | | | | | | |
| **教学重点：**  动词-ing形式作表语和作定语的用法和意义；  **教学难点：**  动词-ing形式和过去分词形式在作表语和定语时的区别 | | | | | | | | |
| 教学过程 | | | | | | | | |
| Students’ activities | | Teacher’s activities | | | Purpose | | 效果评价 | |
| **Activity 1**  **Observing and analyzing**  1. Read the sentences below and discuss the functions and meanings of the italicised *-ing* form. | | Guiding students to pay attention to the italicised *-ing* form in each sentence and helping students understand the functions and meanings of them. | | | 通过观察、示范讲解、分析所给句子中的核心结构，让学生初步感知和理解动词-ing形式作状语和作宾语补足语的表意功能 | | 学生能够在老师的示范下初步了解动词-ing形式作状语和作宾语补足语的表意功能。 | |
| 2. Find more examples from the unit. | | Guiding students to discover the sentences with *–ing* form in this unit and helping them to distinguish whether all of the –ing forms are used as the adverbial or the object complement | | | 通过寻找本单元带有v-ing形式的句子并分析是否在句子中作状语或宾语补足语，帮助学生更深入地理解v-ing形式作作状语或宾语补足语。 | | 学生能够找到本单元带有v-ing形式的句子。并能够识别出v-ing形式不作状语或宾语补足语的情况。 | |
| **Activity 2**  **Using the *-ing* form to describe people's actions.**  Complete the sentences with the correct forms of the verbs in the box. | | Helping students to understand the meaning of each sentence and analyze the sentence pattern to choose the proper verb and use the correct form for each sentence | | | 以翻译的形式帮助学生理解句意，通过句子主谓等句子成分的分析，帮助判断动词适当形式作状语时所需的正确形式 | | 学生能够掌握简单句已有谓语动词的情况下，其他的动词用非谓语结构，与逻辑主语之间构成主动关系时，动词用-ing形式 | |
| **Activity 3**  **Using the *-ing* form to rewrite an introduction to Dr Bethune.**  1. Read the following story and answer the following questions | | Leading students to pay attention to key words or highlighted words in the reading questions when locating the related sentences; And guide students to name the qualities of Dr Bethune by referring to what he did. | | | 通过识别问题中的凸显性的词和关键词，可以引导学生快速找到文本中相关的语句。学生能够通过寻找语篇中描写人物相关的句子和人物所作的事来概括人物的性格特点。 | | 学生能够正确回答问题1，并能够根据语篇中相关句子概括出白求恩医生的品质并进行学习。 | |
| 2. Rewrite the underlined parts using the *-ing* form. | | Helping students to analyze the sentence elements of each sentence and rewrite the underlined parts using the -ing form. | | | 通过句子成分分析，将活动1和2中所学的动词-ing作状语的用法进行运用，更好地掌握其用法。 | | 学生能够正确找出句子中的主语和谓语，并判断需改写部分动词与主语的逻辑关系选用正确的形式完成句子改写。 | |
| **Activity 4**  **Reviewing and concluding.**  Conclude the usage of *–ing* form as the adverbial or the object complement | | Using a mind-map to help student understand and conclude the usage of*–ing* form as the adverbial or the object complement | | | 通过思维导图的形式，帮助学生更直观地掌握动词-ing作状语和宾语补足语的用途和要点 | | 学生能够回顾并掌握动词-ing作状语和宾语补足语的用途和要点。 | |
| **板书设计：**  Describe people’s actions  **-ing form used as the adverbial or the object complement** | | | | | | | | |