

高中语法教学

1、内容：

One of the favorite events is the dog sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person runs behind the sled, shouting to the dogs to encourage them. The sound of the dogs barking, the calls of the drivers and the shouts of the crowd make an exciting Northern experience. The dogs are beautiful strong animals, with long, thick fur and many with blue-eyes.

2、具体要求：

- (1) 朗读所给段落；
- (2) 配合教学内容适当的板书；
- (3) 并对当中的语法进行讲解；
- (4) 试讲时间：约 10 分钟；
- (5) 全英文试讲。

模板

Lead in

Good morning, boys and girls. How are you? Fine, I am fine too. At the beginning of the class, _____ . (picture/video/song/discussion/ask and answer, etc)

Presentation

Here is the passage, please read it quickly within 2 minutes, and try to summarize the main idea by using a few words. OK, time is up. Volunteers? Yes, you please? It is about _____.

Now let's see the passage carefully.

1、演绎法：

Sentence 1: _____. (explain the grammar structure)

2、归纳法：

Sentence 1: _____.

Sentence 2: _____.

Sentence 3: _____.

(students find out the similarities of the sentences and summarize the grammar structure)

Practice

Now let's have a practice. _____ minutes later, I will invite some of you to show your answer.

【采用的方如：填表格（如动词的不同形式），句子填空，短文填空，选择题，看图说话，看图做简单对话。】

Consolidation.

Next I will give you 15 minutes to _____. You should work in pairs/_____ students in a group. OK, let's begin.

1.情境法：

如：给学生提供交通事故现场图，描述交通事故发生，训练过去进行时态和被动语态。设置服装店，让学生完成购物对话，训练价格询问。

2.调查法：

如：调查同学的爱好，训练一般现在时态的疑问句和回答；调查假日活动，训练一般过去时态疑问句和回答，调查周末计划，训练一般将来时态的疑问和回答等。

3.行为实践法：

如：祈使句的教学。现在进行时态表示正在做的事情等可以用此法。

4.讨论法：

如：让学生讨论假日旅游，运用 be going to；讨论未来学校，交通，运用 will；讨论家乡的变化，综合运用现在时，进行时，过去时等。

5.手工类活动：

如：根据描述画出某个学校平面图，评价学生对 there be 句型和方位的理解。

Time is up. Who want to show your _____?

Group1....

Group2...

Summary

So what have you learned today? Yes,_____. We should_____.

(students summarize by themselves, teacher makes supplement)

Homework

Here is the homework._____.

(interview,Rewritingstories,writing,drama,etc.)