

式复述出来。写作范文如下: Holly's best friend is Pete. He likes to do the same things as Holly does. Holly is quieter than Pete. Pete is funnier and more athletic. They are both pretty outgoing. Maria's best friend is Vera. They look alike, but Maria is more outgoing. Vera is much healthier and she is also smarter than Maria.

5. 将听力和语法结合起来进行讲解。如对人教版新目标九年级 Unit 6 "I like music that I can dance to."语法定语从句的讲解,可先听一段几个人评价喜欢什么样的音乐的听力材料,再听填信息,将定语从句的关系代词挖空让学生填空,同时加以讲解。该听填信息材料如下:

第一节:

Betty: Oh, look! There's the new Cool Kids' CD.

Tony: The Cool Kids? Do you like them?

Betty: Oh, yeah. They're my favorite band 乐队. I like music _____ (that/which) I can dance to.

Tony: You're kidding. I think they're awful (难听的). I prefer music _____ (that/which) has great lyrics... music _____ (that/which) I can sing along with.

Betty: I like songs I can sing along with too. So what's your favorite band?

Tony: The Lions. Their words are interesting and ...

第二节:

Xu Fei: Look, Carmen. These T-shirts are great! Look at this one.

Carmen: What a great T-shirt, Xu Fei. I really love Dan Dervish. I like musicians (音乐家) _____ (that/who) play different kinds of music.

Xu Fei: Hmmm...he's Okay...

Carmen: He's only Okay?! You must be joking.

Xu Fei: Well...I like musicians _____ (who) write their own songs. Dan Dervish doesn't write his own music.

Carmen: Hmm, well, I think he's great.

Xu Fei: The Modern's T-shirt is interesting.

Carmen: The Modern are really great. I love music _____ (that) is really loud and energetic.

Carmen: I know you do...but I prefer groups _____ (that) play quiet and gentle songs.

横线上所需填的词皆为关系代词 that/which 或 who, 这样既练习了听力,又学习了定语从句的关系代词。在听填信息、听填并讲解定语从句的关系代词过程中,还串讲并练习了语法,这样既激发了学生的思维,更极大地调动了学生的学习积极性。

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对在历史教学中运用体验式教育的思考

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目前,我们历史教学存在着以应试为导向,重视历史基本知识的传授,对学生的历史的情感、态度和价值观的教育需要加强的问题。因此,在历史教学中创新教学方式,注重价值导向,提高教育实效具有必要性。通过模拟历史场景,设计情景游戏,参观历史场馆,演艺红色节目,关注社会时事,进行社会实践等形式,把体验、感悟、

反思和内化结合起来,使学生加深对历史发展的了解,强化对民族文化的认知,升华爱国主义的情感,增强民族复兴的责任,是在新的社会形势下提高学生的历史的情感、态度和价值观的教育效果的路径选择。

一、基本形式

在历史教学中实施体验式教

育,要把间接体验、直接体验、反思体验、体验内化等方式紧密结合,逐步实施,层级推进。

(一) 间接体验。可采用模拟历史场景、表演情景剧的形式,如进行角色扮演,演绎成语故事,也可参观历史文化场馆等进行间接体验。

(二) 直接体验。组织学生到农村、工厂、社区去体验生