

新课程理念下定语从句教学设计

文/大埔县虎山中学 肖爱霞

1. 设计理念

呈现句子结构后，把学生的注意力引到语用的角度，找出语法结构的特点。新课标理念下的高中语法教学的目的是语用。从语用的角度出发，将语言的形式，意义和功能结合起来，引导学生在语境中掌握语法知识。

2. 教学设计

Teaching procedure: (以 5.12 大地震引导学生回忆课文相关句子)

Step 1: Ask the students some questions about the passage —A Night The Earth Didn't sleep (show them on the screen)

Let the students answer these questions (以抢答形式激发学生兴趣)

【设计思路】本节课的教学目标是在学生已有初步的定语从句知识的基础上学习、运用定语从句。学生先在课文中快速找到这些句子，把他们的注意力引到语用的角度，利用问题激发学生探索，用自己的思维分析并发现其规律。

Step 2: Analyze: Why did the author use the Attributive Clause?—A way to give further detailed information. (Let one student answer.)

Step 3: Structure analysis

分析定语从句的特征：修饰某一个名词或代词（主语、宾语、表语）的从句叫做定语从句，定语从句一定放在被修饰成分之后。

引出定语从句重点和难点：如何正确使用关系代词（简单分析句子结构，重点在于先行词和关系词，学生脑中有清晰的轮廓）

向学生展示关系代词在从句中

可以充当什么成分？思考：

	指人	指物	主语	宾语
that				
which				
who				
whom				

Step 4: Let's practice.

I. Introduce a guest: Ladies and gentlemen, here comes..., who is...

II. Let's discuss the students and teachers you are crazy about. Show on the screen let the students practice:

What kind of students are you crazy about?

The students whom I am crazy about are...

What kind of teachers are you crazy about?

The teachers whom I am crazy about are...

At the same time, sum up the usage of whom.

III. Let's introduce our school to the guests.

Show some pictures to the students, let the students practice: Hushan High School is a school which/that ...

This is our school which/that ...

IV. Let's introduce one of the places in our school.

Ladies and gentlemen, this is

... whose ...

让学生总结出 whose + 名词 + 从句，然后让学生操练

Can you use whose to introduce a person whom you like best?

Step 5: 再总结关系代词表

	指人	指物	主语	宾语
that	√	√	√	√
which	×	√	√	√
who	√	×	√	√
whom	√	√	×	√

让学生自己总结，体现自主、探究学习。

Step 6: Consolidation exercise: P29-2

Step 7: Homework

Use the Attributive clause to write a composition.

我们期待已久的运动会终于开始了。

运动会鼓舞人心，持续了两周。

我们班有 52 个同学，大多数参加了运动会。

我赞扬那些总是竭尽全力的人。

运动会后，我们和夺得奖牌的运动员一起照相。

(Step 6 & Step 7 让学生感受关系词的用法，从句到篇，由易到难。)

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