《高中英语（上外版）》必修第一册 Unit 3 Food

课时：第 3 课时　　课题：-ing/-ed forms 1 -- used as attributives
课型：Grammar in Use　设计者：上海市敬业中学 张海影

一、教学设计与说明

1．教学目标

本课为本单元的第 3 课时，核心目标为引导学生在语境中识别动词-ing/-ed形式作定语的意义和功能，及培养学生根据表达需要使用动词-ing/-ed 形式作定语。关注动词-ing/-ed 形式作为定语的使用，引导学生完成从识别到运用的理解过程。

2．设计思路

本课的设计思路如下：初识用法，探究功能——产生疑惑；分析规则——转换练习；初步巩固——语法细则；深入深究——爆改菜单，实践应用。每一教学步骤对前一步骤覆盖叠加，形成语法教学的螺旋式上升，引导学生自然、流畅完成探究学习。

[Step 1] 课堂由"一起来找茬"活动开始，学生在两段几乎相同的文字片段中找出两处不同。两处不同表达相同意义，但分别用了定语从句和动词-ing/-ed形式修饰名词。学生由此对比发现动词-ing/-ed 形式可以作为定语修饰名词，并通过在剩余文章段落中寻找所有该形式定语完成"初识用法"。

[Step 2] 紧接着根据文中的该形式定语提出疑惑：为什么有的前置有的后置？学生分类分析得出规律，完成"前置后置规则分析"；至此，学生学会了识别动词-ing/-ed 形式及其意义和功能，掌握了前置、后置规律，由此教师总结规律。

[Step3] 布置课堂任务："定语从句转换-ing/-ed 作定语练习"，以及在已学过的 Reading A 中找出所有动词-ing/-ed 作定语的表述，通过学生完成任务的情况全方位检测其理解程度，并通过作业内容，引起学生关注另一疑惑"动词-ing和-ed 的用法区别"，继续通过练习内容，分类归纳，掌握主、被动规律。

[step 4] 此时学生已充分了解了动词-ing/-ed 做定语的主要知识点，可以尝试应用该语法。教师结合单元主题为其给出情景任务"餐厅菜单太简略总被抱怨，请你用所学语法帮助完善菜单"，学生在尝试把简陋的"crab shells"改成"baked

crab shells stuffed with cheese"的过程中深刻体会如何将该语法知识运用到表达中。这也是这堂课的教学重难点。

引导学生发现语法知识中可能存在的规律，通过分析材料总结规律。鼓励学生积极运用所学，在情境中大胆表达。

Lesson Plan

Teaching Objectives:

By the end of the lesson, the students are expected to:

1. get familiar with *-ing/-ed* forms used as attributives, to figure out their function, and to understand the pattern and position of *-ing/-ed* forms used as attributives;

2. distinguish different usages of *-ing/-ed* forms and grasp their basic usage;

3. practice using *-ing/-ed* forms in real-life contexts.

Procedures:

I. Warm-up

*Teacher: Organize a game called "Spot the differences".

*Students: Spot the differences in two similar passages respectively using -ing/-ed forms and relative clauses as attributives, compare these two forms of attributives and think about their similar and different features. After figuring out its function, find out more examples in the rest of the passage.

  Purpose: To get familiar with -ing/-ed forms used as attributives and figure out its function.

Guided questions:

1. Let's start with a small game called "Spot the differences"! Passage A and Passage B are almost the same but there are several differences. Read carefully and try to find out the different expressions.

2. What's the difference between them? What do these two expressions have in common? Do they serve the same function? What function do they serve?

3. Can you find more examples in the rest of the passage that use -ing/-ed forms as attributives?

II. Grammar Analysis (Analyze its proper position - grammar rules analysis)

*Teacher: Get students to analyze the attributives they have found.

*Students: Analyze the attributives found in the passage, guess the proper positions of them and think about when different forms of *-ing/-ed* forms of attributives should be put before or after the noun.

  Purpose: To generalize rules as to where to put -ing/-ed forms of attributives and develop an interest in exploring future grammar knowledge.

Guided questions:

1. Have you found that some of the -ing/-ed forms appear before the object, but some appear after the object?

2. When are the -ing/-ed forms used before the object and when after?

III. Practice (To consolidate the understanding of the grammatical patterns)

*Teacher: Design an exercise to check students' understanding of the pattern and position of "-ing/ed forms" used as attributives.

*Students: Try to transform the phrases with relative clauses into phrases with -ing/-ed forms used as attributives and find out all the *-ing/ed forms used as attributes* in Reading A (Page 37).

Purpose: To further grasp the pattern, form and function of -ing/ed forms as attributes and understand how they convey meanings.

Guided questions:

1. Two forms can convey one meaning. Can you transform the following phrases into phrases with *-ing/-ed* forms of verbs?
2. Find out all the *-ing/-ed forms used as attributes* in Reading A (Page 37).

IV. Extended Explanation (To analyze its proper usage - grammar rules analysis)

*Teacher: Lead students to find out more grammar rules.

*Students: Identify in the given examples when to use *-ing* forms and when to use *-ed* forms and compare the different usages of the verb forms used as attributives.

Purpose: To generalize the grammar rules of -ing/-ed forms used as attributives.

Guided questions:

1. Have you found that sometimes we use the *-ing* form, while sometimes we use the *-ed* form? Have you found the rules？

2. As you can see from the last exercise, the *-ing* and *-ed* forms have different meanings. Can you try to identify when to use *-ing* forms and when to use *-ed* forms?

V. Grammar in Use

*Teacher: Design scenarios to provide students with the opportunity to use the targeted grammar forms in context.

*Students: Work in groups to modify a menu which is complained to be too simple by using the grammar forms they have just learned. Then share their new menu in class.

Purpose: To use the -ing/-ed forms as attributives in real-life contexts.

Guided questions:

1. Here is an SOS from a restaurant: Their menu has long been complained to be too simple to understand! Can you help them to improve their menu?
2. Modify the description of each dish by using the new grammar forms you have just learned. Then present your new menu to the class.

VI. Assignments

1. Finish Exercise II on Page 41: Read the passage and fill in each blank with the appropriate form of the verb given in brackets. Then circle the *-ing/-ed* forms used as attributives.

2. Familiarize yourself with the texts of Grammar in Use I, II and introduce to the class the traditional food and eating customs of Chinese and French New Year celebrations in the form of WeChat voice messages.