

# 《高中英语（上外版）》选择性必修第二册 Unit 4 Disaster Survival

课时：第三课时

教学内容：Complex *-ing* Forms

课型：语法课

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## 一、教学设计与说明

### 1. 教学目标

本课为本单元 Disaster Survival 的第三课时，核心目标为能在语境中识别 *-ing* 复杂形式，判断其表意功能，并能恰当运用；能根据表达的需要灵活运用 *-ing* 的完成时、否定式、被动式，以及 doer ('s) doing。

### 2. 设计思路

本节课为语法课。在前几个单元中，学生已掌握了 *-ing* 的简单形式充当主语、宾语、表语、定语、状语、补语。本课要学习 *-ing* 的复杂形式，即完成时、否定式、被动式，以及 doer ('s) doing。总体设计思路为“识别感知—应用实践—迁移巩固”，让学生在语境中识别、感知、应用。

首先，通过陈岩自述其志愿者经历，复习 *-ing* 的简单形式及其功能，并引入 *-ing* 的复杂形式，旨在引导学生感知并推测 *-ing* 复杂形式的类型及其表意功能。之后，教师通过 Grammar Highlights 对 *-ing* 复杂形式的类型及其表意功能展开讲述，证实学生猜测。其次，以陈岩介绍自然灾害为情境，让学生用 *-ing* 的简单形式与复杂形式进行语篇填空，在实践运用中体会与掌握。此外，教师按照地震发生的时间顺序重温 Reading A 内容并要求学生用 having done/being done/not doing/ doer ('s) doing 将 Reading A 部分内容改写，在加深学生掌握的同时，将第一课时主题意义与第三课时相挂钩，引发学生对灾后重建的思考。最后，教师要求学生迁移应用 *-ing* 的恰当形式，帮助陈岩与 Leo 将灾后重建小贴士翻成英文。

### 3. 教学重点及难点

理解 *-ing* 的复杂形式 (having done/being done/not doing/ sb('s) doing) 的表意功能；用适当的 *-ing* 形式表达个人观点。

## Lesson Plan

By the end of this period, students are expected to:

1. identify the complex *-ing* forms in the context and figure out their functions.
2. use the complex *-ing* forms properly to express personal views.

### Procedures:

#### I. Interactive activity 1: Reviewing *-ing* simple forms by reading the first part of Chen Yan's personal story

\*T: Present Chen Yan's personal story.

\*Ss: Read the story, underline *-ing* simple forms and review their functions.

**Purpose: To arouse Ss' interest in the topic and review *-ing* simple forms.**

Guided questions:

1. What was Chen Yan?
2. How did he make his way to become a volunteer? What is the function of "donating, searching, taking care of, never expecting"?
3. What was Chen Yan's belief? What is the function of "helping" and "rewarding"?

#### II. Interactive activity 2: Identifying *-ing* complex forms by reading the second part of Chen Yan's personal story

\*T: Show Ss the second part of Chen Yan's personal story.

\*Ss: Read the story, underline *-ing* complex forms and try to guess the functions.

**Purpose: To introduce *-ing* complex forms.**

Guided questions:

1. Why did Chen Yan start to do volunteer work? What is the function of "being pulled out"?
2. Can we replace "having volunteered" with "volunteering"?
3. Why did the author emphasize "his helping"? What will happen if "his" is omitted here?
4. How did the author express Chen Yan's unwillingness to accept reward?

#### III. Independent activity 3: Reading the speech of Chen Yan on how to prepare for a disaster

\*T: Ask Ss to complete the speech of Chen Yan by using both simple *-ing* forms and complex

*-ing* forms.

\*Ss: Complete the speech.

**Purpose: To guide students to apply what they have learned.**

Guided questions:

1. What is the main idea of the speech?
2. What is your answer? And why?

#### **IV. Interactive activity 4: Reviewing Reading A by answering questions**

\*T: Raise questions based on the timeline of the earthquake and show students how to combine two sentences by complex *-ing* forms.

\*Ss: Answer the questions and revise the answers by using complex *-ing* forms.

**Purpose: To help students further understand complex *-ing* forms.**

Guided question:

Can you rewrite the sentence with complex *-ing* forms?

#### **V. Independent activity 5: Translating some suggestions put forward by Chen Yan and Leo**

\*T: Ask Ss to translate the suggestions by using *-ing* forms properly.

\*Ss: Apply proper *-ing* forms to translate the suggestions and share their answers in the group.

**Purpose: To guide students to consolidate the grammar they have learned and provoke their thinking of suggestions on post-earthquake recovery.**

Guided question:

Can you translate the sentences with *-ing* forms?

#### **VI. Interactive activity 5: Discussing with your classmates to offer more suggestions on post-earthquake recovery by using *-ing* forms properly.**

\*T: Ask Ss to discuss with their classmates about suggestions on post-earthquake recovery.

\*Ss: Brainstorm and share their suggestions in the group.

**Purpose: To guide students to think deeply about post-earthquake recovery.**

Guided question:

Can you list some useful suggestions on post-earthquake recovery?

**VII. Assignment**

1. Finish Grammar in Use on the workbook (P53-55).

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