《高中英语（上外版）》词汇衔接活动案例- Suffixes

课题：Suffixes　　　　课型：词汇　　　　建议时间：40 分钟

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一．活动设计与说明

1. 内容分析

　　本单元的教学内容来自于必修第一册第一单元 Vocabulary Focus 板块 suffixes，主要帮助学生了解构词法，通过复习初中学习过的一些后缀了解后缀的用法及意义；能将后缀根据词性进行分类整理，学会灵活辨析单词词性；通过后缀学习，引导学生通过后缀将已经掌握的单词在纵向上延伸，通过赋予词汇不同的词性从而扩大词汇量，并且利用构词法提高词汇拼写和正确率；同时也利用构词法，最大程度引导学生灵活运用已知单词，在语境中鼓励学生按其原则尝试"转类"单词，提高语言的表达力。

2. 学情分析

　　在初中阶段学生已经接触过了一些基本的单词后缀,对一些常用单词中后缀能够判断。但是相对而言，学生接触了解的各个词性的词缀还是片面的，杂乱的，他们只能对个别"后缀"灵活运用在语境中。但是如果高中阶段仅仅通过课文一个个间歇地、少量地接触和认识单词的话，不容易形成系统性的认知，使学生对"后缀"的规律的总结和记忆造成一定障碍。所以在初高衔接阶段，很有必要让学生较为系统地、全面地解"后缀"，为今后的词汇积累和运用打下扎实的基础。

　　通过课堂实例，帮助学生从已知的单词"teacher; assignment；creative; actually; favourite; simply；imaginative"中获得更多的例子，进一步对"后缀"的概念进行巩固。

　　学生初中时所接触的一些常用单词,已经让他们对不同词性单词常用的词缀有一定的了解，因此根据名，动，形，副词四大类分类整理常用词缀，可以进一步激活学生已有的词汇知识，同时以更加系统的表格方式分类呈现，逐步培养学生养成通过后缀分类词性，识记单词的习惯。

　　本节课希望学生能够通过小组竞赛活动，实现"后缀"知识的迁徙运用，以- ful:- ation/- tion: -ward(s) : -ise/ - ize:为例，让学生配合写出尽可能多的单词，尝试用"后缀"归类词汇，同时用词根词缀配对方式，挑战基本词义，词性和用法，丰富语言表达。

3. 设计思路

　　本节课教学活动是基于词汇策略 suffixes 设计的，通过后缀的进一步学习，归纳整理，和实践应用。希望学生联系初中学过的后缀，总结归纳更多的词后缀，并将后缀根据名词，动词，形容词，副词进行分类，了解它们的用法和含义。能够更好地利用后缀判断单词词性，能利用后缀结合词根在语境中猜测陌生词的词意。激活学生所学的单词，鼓励他们将所学的同词根单词整理在一起，通过后缀识别意义和词性，记忆单词。

　　在热身环节中，通过中文的"形声字"，让学生了解在中文中，有些字通过添加偏旁部首可以生成更多的字，同时通过理解偏旁部首可以更好记忆形声字。同样英语中的词缀也起到了偏旁部首的作用，可以帮助学生在词根的基础上，派生出跟多不同词性的单词。掌握好后缀，可以一方面帮助学生在语境中猜测词意，一方面也可以扩大词汇量，分类记忆单词。

　　在联想类活动中,要求学生从一些常见单词着手,自主观察总结一些熟悉单词的构词法。通过实践，不仅可以了解"后缀"及其功能作用，而且也体验了词的构成。在此基础上，再认识一些新的常见"后缀"，然后自行进行联想，从已知的单词中提供更多的例子，进一步对"后缀"的概念进行巩固。同时，通过后缀的归类，了解不同词性后缀，帮助学生养成通过后缀分类词性，识记单词的习惯。

　　在实践活动中，通过两个环节帮助学生实现知识的迁徙和创新。 第一个活动以小组竞赛

的形式要求学生在组内进行头脑风暴，联想出更多"规定"后缀的单词，希望学生能梳理出记忆中更多的单词，并依据后缀进行分类，从而对词缀的作用及运用进行巩固。第二个活动为"找朋友"游戏，要求学生就拿到的卡片上的词根或词缀寻找匹配的"另一半"，形成一个新的词，并介绍此词的含义，词性。在此游戏的的第二回合，要求学生再去找到另一个新"好朋友"。并在介绍新词含义，词性的基础上，进一步要求造句，加深对此单词的掌握。在此环节，学生能够充分实践常见词缀含义及运用方法，能练习利用词缀推测生词的含义及词性。游戏的设计，希望能提高学生的参与度，和课堂趣味性。在实践中帮助学生检测自己所学的知识，运用后缀知识解决实际问题，

二. 教案
1. 学习目标
本课时的教学目标是：

1）学生能了解"后缀"的基本作用

2）学生能掌握一些常见"后缀"的用法及含义

3）学生能利用"后缀"猜测词义，词性并帮助记忆单词

In this period, students are expected to:

1) know the basic function of suffixes

2) grasp the usages and meanings of some common suffixes

3) infer the meaning and part of speech of a new word and memorise it with the help of the suffix

2. 学习步骤

1. Warm- up

Ask students to read the following Chinese characters and try to find something in common.

T: Please read the following Chinese characters carefully. Do they have something in common in each group？

钊；	剥；	刻
侧；	倒；	例
迷；	咪；	眯
抿；	珉；	岷

Reference answer(s): The words in each group share a certain part. In the English language the same phenomenon also exists.

T: In Chinese, if we add something to a certain word we can form a new word. This phenomenon also exists in English.

Questions: Do the words in each group have anything in common? Does the same phenomenon exist in the English language?

设计说明：
此活动为此节课的热身环节，所以设计时从学生比较熟悉的汉字着手，让学生找出这些词在构词上共同点，激发学生联想到英语中相似的现象，从而引入本节课的课题：单词后缀。此活动设计难度较低，可以保证学生的参与度，充分激发学生兴趣。

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2. Input

Step1. Ask students to read the following sentences and pay special attention to the formation of the underlined words.

Step 2. Ask students to find the example words with the common suffixes.

T: Please read the following sentences and pay attention to the formation of the underlined words.

Questions: How do the underlined words form? Do you know the basic functions of some common suffixes? And can you find some examples for each suffix listed here?

1. Mrs. Peabody, the English teacher, gave the class a writing assignment.

   teacher= _____ + _____

   assignment = _____ + _____

2. "Be as creative as you can. But, " the teacher added, " make sure you use proper spelling and grammar. "

   creative = _____ -_____ + _____

3. He' d actually been happy to get back to school.

   actually = _____ + _____

4. English was his favorite class.

   favorite= _____ + _____

5. Almost everyone in class simply wrote an essay about his or her summer vacation…

   simply = _____ - _____ + _____

6. " But, " the teacher continued, " one of you had the courage to be as imaginative as I asked you to be. …"

   imaginative = _____ - _____ + _____

Reference answer(s): teacher= teach+ -er; assignment= assign+ -ment; creative= create - e+ -ive; actually= actual + - ly; favorite= favor+ - ite; simply= simple - e + -ly; imaginative= imagine - e + ative

T: -er;- ment; -ive; -ly; -ite are common suffixes. A suffix is a letter or a group of letters added at the end of a word to make a new word. A suffix usually changes the part of speech of the root word.

Some common suffixes and their examples:

Noun suffixes:	- age, eg. _____; - er/ or, eg. _____;
	- ance/ - ence, eg. _____; - ation/ - ion, eg. _____;
	-ment, eg. _____; - ness, eg. _____;
	- ship, eg. _____; - ty, eg. _____, etc
Adjective suffixes:	-al, eg. _____; - ful, eg. _____;
	-able/ -ble, eg. _____; - ant/ -ent, eg. _____;
	- ous, eg. _____; - ive/ - ative, eg. _____;
	- less, eg. _____; -ly, eg. _____;
	- y, eg. _____, etc.
Adverb suffixes:	- ly, eg. _____; - ward(s),eg. _____;
	- wise, eg. _____, etc.
Verb suffixes:	- en, eg. _____; - ise/ - ize, eg. _____;
	-ify, eg. _____, etc.

Reference answer(s):

courage; writer; ignorance; operation; punishment; carelessness; relationship; necessity;

international; careful; respectable; ignorant; dangerous; passive; careless; orderly; happy;

carefully; backwards; likewise;

strengthen; modernize; identify.

设计说明：

该活动为此堂课的输入环节，为理解联想类活动。要求学生从一些常见单词着手，自主观察总结其构词方法，从而理解什么是"后缀"及其功能作用。在此基础上，再认识一些新的常见"后缀"，然后自行进行联想，从已知的单词中提供更多的例子，进一步对"后缀"的概念进行巩固。

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3. Output

Step 1. Ask students to compete in groups to find as many words with the given suffixes as possible within 3 minutes.

Step 2. Give half the students some root words and give the other half some common suffixes. Ask them to find their " match" to form a new word and then introduce the meaning and part of speech of the new word.

Step 3. Ask the students to find another match to form another new word and introduce the meaning and part of speech of the new word with one sentence as an example.

T: Since you have already had a basic knowledge of suffixes, let's have a contest. You will be divided into groups and please work in groups to find as many words with the given suffixes as possible.

\- ful: _____;

\- ation/- tion: _____;

-ward(s) : _____;

-ise/ - ize: _____.

Reference answer(s): colorful; respectful; successful; wonderful; careful

action; reaction; protection; operation; pollution

forward; upward; backward; outward; sideward

visualise; realise; modernise; publicise; industrialise

T: Now let's play a game.

　Round 1: Each of you will be given a card with a root word or a suffix on it. Please find your match to form a new word and then introduce its meaning and part of speech. You may leave your seats.

root cards: care, imagine, apply, critic, visible, short, vary, employ, history, act, create, music

suffix cards:　-ful/ -less/-ion/nary/-ant/-al/-ize/-ise/-ly/-age/-en/-ous/

-ty/-er/-ee/-ian/-ive/-ance/-ment/-able/--ify

Round 2: Please find another match to form a new word and then introduce its meaning and part of speech with a sentence as an example.

Reference answer(s):

participate--- participation/ participant

eg. Participation is encouraged at all levels.

　40 of the course participants are offered jobs in the company.

care--- careful/ careless

eg. Be very careful with the stuff. It will be dangerous if it isn't handled properly

I'm sorry. How careless I am!

imagine--- imagination/ imaginary

eg. Antonia is a woman with rich imagination.

Lots of children have imaginary friends in the virtual world.

apply--- application; applicant

eg. His application for membership of the organization was rejected.

This applicant is by far better than that one.

critic--- critical; criticize

eg. His report is highly critical of the trial judge.

His mother had rarely criticised him or any other child.

visible--- vision/ visibly

eg. I have a vision of a society that is free of exploitation and injustice.

As they approached the forest park, Mary's mood visibly lightened.

short--- shortage/ shorten

eg. A shortage of funds is preventing the UN from monitoring relief.

Smoking can shorten your life.

vary--- various/ variety

eg. His plan is to spread the capital between various building society accounts.

Susan's idea of freedom was to have variety in her life style.

employ--- employer/ employee

eg. He had been sent to Rome by his employer.

He is an employee of Bank of China.

history--- historian/ historical

eg. My father was a historian of repute. His specialty was the history of Germany.

In Budapest, several historical monuments can be seen.

act--- active/ action

eg. Having an active youngster about the house can be quite wearing.

The government is taking emergency action to deal with a housing crisis.

create--- creation/ creative

eg. The bathroom is entirely my own creation.

To a good chef, cooking is creative.

music--- musician/ musical

eg. Mozart was a brilliant musician.

We have a wealth of musical talent in this region.

设计说明：
此环节为输出性环节，主要有两个活动组成，均为迁徙创新类活动。第一个活动以小组竞赛的形式要求学生在组内进行头脑风暴，想出更多以给出的词缀结尾的单词，从而对词缀的作用及运用进行巩固。第二个活动为"找朋友"游戏，要求学生就拿到的卡片上的词根或词缀寻找匹配的"另一半"，形成一个新的词，并介绍此词的含义，词性，在此游戏的的第二回合，要求学生再去找到另一个新"好朋友"，在介绍含义，词性的基础上，进一步要求造句，加深对此单词的掌握。在此环节，学生能够充分实践常见词缀含义及运用方法，能练习利用

词缀推测生词的含义及词性。