

《高中英语（上外版）》必修第一册 Unit 3 Travel

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课型：初稿衔接-词汇-合成词

一、教学设计与说明

1. 背景说明

本活动是为 1AU3 的 Vocabulary Focus -- Compound Words 而设计的。高中阶段，随着学生词汇量的增加，他们将接触到更多合成词，所以在初高衔接阶段，很有必要让学生较为系统地、全面地了解合成词，为今后的词汇积累和运用打下扎实的基础。

初中、小学阶段所学的合成词大多是名词词性的合成词，如 football, classroom, blackboard, countryside, grown-up 等。然而形容词词性的合成词不多见，从“课例解析”的“初中已学合成词”列表可以看出。adj.+n.-ed, n.+v.-ing, n.+v.-ed, adv.+v-ed 等形式的组合出现得较少，学生在初中阶段比较熟悉的是 outdoor, warm-hearted, well-known, hard-working, daughter-in-law, ten-year-old 等，但是动词词性的合成词也几乎没学过。

1AU3 的两篇课文中涉及到了 7 个合成词，其中名词：masterpiece, setback, background；形容词：breathtaking, outdoor, outstanding；动词：overcome。在 Vocabulary Focus 板块的练习中也较为全面地涉及了名词性和形容词性的合成词，这让学生对合成词的结构和意义有了更为全面和系统化的认识，为词汇的拓展迁移能力提高做好了准备。

2. 教学设计思路

整堂课主要有三个环节构成：在 Warm-up 环节，通过词义让学生猜出初中学过的合成词，并且按照合成词的词性归类，激活学生的知识。在 presentation 中，通过给出的三个单词，让学生想出一个可以与这三个词组合后，构成合成词的一个共用词，并组成三个合成词。此活动由新课所学的 setback、background 和初中所学的 backstage 引入，在呈现合成词的灵活组合的同时，也激发了学生思考的热情，训练了归类能力，充分激活了初中的合成词知识。在 practice 环节，通过纸牌游戏，让学生拼出合成词，然后按照文章框架，将合成词填入，最后还可以进一步补充恰当的合成词进行描述。此环节基本都是合形成形容词，弥补了初中

所学合形成词偏少的问题，既帮助初高衔接阶段的学生复习了以往的知识，也打开了他们的思路，对高中即将学习的大量合成词不感到陌生和无所适从。

3. 教学重点及难点

教学重点：激活学生已有的合成词知识、归纳一些合形成词的构词法。

教学难点：通过纸牌游戏组合合形成词。

Lesson Plan

Learning Objectives:

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

1. review some compound words learned in junior high school;
2. brainstorm and know how to form some compound words by using a word which joins with all the other three to make three compound words;
3. combine some compound words and use them to describe a person.

Learning Procedures:

I. Warm-up:

Individual activity 1: Tell the compound words

*T: Ask students to guess the familiar compound words by referring to their definition of the given words.

*Ss: Recall and review the compound words.

Purpose: To arouse students' interest and activate prior compound words learned in junior high school.

Guided questions:

1. Look at the four definitions of four compound words, what are they?
2. Can you tell what are compound words? And what part of speech are the above four words? [Teacher's summary] Compound words are formed by putting two or more words together. The new word can be a noun, an adjective, or a verb.

II. Reviewing and making compound words :

Individual and Interactive activity 2: Form the compound words

*T: Present a table and introduce the task.

*Ss: Listen and read the directions on worksheet, look at the given example.

*T: Ask students to finish the next 5 groups of compound words individually.

*Ss: Try to find the commonly joined words and write the three compound words.

*T: Encourage students to write 2 more compound words by using the commonly-joined word.

*Ss: Try to find as many compound words as possible.

*T: Let students have a discussion to exchange their answers.

*Ss: Check and exchange each other's answers.

Purpose: To brainstorm and know how to form some compound words by using one common word.

Guided questions:

1. Can you find one word which joins with all the other three to make three compound words? For example, we can use "back" to form setback, background, backstage and so on.
2. Can you write 2 more compound words by using the commonly-joined word?

III. Describing a person with compound words

Interactive activity 3: Play cards and describe

*T: Cut one set of cards for each group and ask group members to match the cards and make compound adjectives.

*Ss: Get the shuffled cards and play the cards in turn to form as many compound words as possible.

*T: Show students the picture of a young man, the structure of a short passage, and ask them to use the adjectives to describe him according to the structure.

*Ss: Observe the pictures and pick out the proper compound words to complete the passage.

*T: Encourage students to discuss and brainstorm more compound words to describe the young man.

*Ss: Discuss and find more compound words to describe the young man.

Purpose: To familiarize students with more adjective compound words and their formation. And use these words to describe a person.

Instructions:

1. [Instruction] Form groups of four, use the shuffled cards and play cards in turn to

form as many compound words as possible.

2. [Instruction] Look at the picture of young man, try to describe him by using as many formed compound words by your cards, and complete the passage whose structure has been given.

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