

《高中英语（上外版）》必修第四册 Unit 3 Delving into History

课时：第 3 课时 教学内容：Inversion（倒装）

课型：语法 设计者：上海市浦东复旦附中分校 周韧坚

一、教学设计与说明

1. 教学目标

本课为本单元的第三课时，核心目标为引导学生基于主题语境学习倒装结构的形式、结构和功能，恰当运用倒装结构突出重点。

2. 设计思路

本课为本单元的第三课时，旨在帮助学生了解、学习并使用倒装结构。首先，教师要求学生阅读课文并找出相关的倒装句子，在找出的例子中教师有意识的将全倒装和半倒装进行一组对比，让学生知道有两种类型的不同倒装形式。其次，教师对全倒装结构和半倒装结构做分类指导，尤其是半倒装，由于形式多样，学生容易混淆，教师需每种类型仔细讲解，课本上的结构整理清晰，可以充分利用。然后完成课本上的练习以巩固两种倒装结构，并且在练习中也体现了关于历史的单元主题内容。同时，在练习中提醒学生时态、动词单复数等容易忽略的细节，以帮助他们对句子进行全面审视。最后，老师用翻译的形式对学生是否已掌握本课中所学的倒装结构进行反馈，并通过相互检查的方式帮助他们发现问题、解决问题。

由于倒装这一语法知识点更多在翻译中进行考查，也便于学生在写作中进行使用，因此作业要求为：1. 中译英练习，老师出题时会给出不同的倒装结构要求，力求全面到位。2. 让学生自己编一个小故事，其中需要用到四句倒装句，这四句中至少两句是不一样的倒装形式。这个作业对学生要求较高，既是拓展又需要学生创造，让作业形式不那么单一，又能反馈学生的掌握情况和存在的问题。

3. 重点难点

全倒装结构和半倒装结构的不同结构特征及用法。

Lesson Plan

By the end of this period, students will be able to:

1. have a general idea of the grammar----- inversion;
2. know the difference between full inversion and partial inversion;
3. have a good command of the structure of either inversion;
4. make use of inversion in practice.

Procedures:

I. Warming- up activity: Read the text and find two groups of sentences and discuss how the two sentences in each group differ from each other

*T: Show students the following two groups of sentences and ask where the difference lies in each.

Group 1

- A. Up high into the sky flew the beautiful kite handmade by his father.
- B. The beautiful kite handmade by his father flew up high into the sky.

Group 2

- A. Never before had such an ambitious, large-scale canal project been attempted.
- B. Such an ambitious, large-scale canal project had never been attempted before.

*Ss: Read the two groups of sentences and identify the difference.

Purpose: To analyze the different sentence structures and introduce inversion.

Guided questions:

1. What's the difference between the two sentences in each group?
2. What's the difference between each group?

II. Activity 1: Get to know the definition and structure of full inversion

*T: Give the definition and structure of full inversion and offer another two examples.

*Ss: Understand the information offered in the textbook on Page 40.

Purpose: To define full inversion and give the structure .

Guided questions:

What's the common characteristic of the above sentences?

III. Activity 2: Get to know the definition and structure of partial inversion

*T: Read the following three sentences and find out when partial inversion happens.

A. Not until 1,000 years later did the work on the canal begin again.

B. Only by going through all the reference books, will he be confident enough to finish the essay.

C. I don't want to give up the last chance and neither do my group members.

*Ss: Read the sentences, analyze the structure of each and find out when partial inversion happens.

*T: Give the definition and structure of partial inversion and offer more examples.

*Ss: Refer to the information offered in the textbook on Page 40.

Purpose: To define partial inversion, give the structure of it and make it clear when it happens.

Guided question:

1. What are the similarities and differences of the three sentences?
2. Under what conditions can we use partial inversion?

IV. Activity 3: Do Exercise II & III in the textbook on Page 41

*T: Ask students to finish Exercise II and get them to discuss about the answers.

*Ss: Finish Exercise II and discuss about the answers. Raise questions if any.

*T: Ask students to finish Exercise III and guide them to discuss about the answers.

*Ss: Finish Exercise III and discuss about the answers. Raise questions if any.

Purpose: To consolidate what has been learned about inversion.

Guided directions:

1. Pay attention to the typical structures of either full or partial inversion.
2. Be careful about the tense and singular or plural form of the verb.

V. Activity 4: Translate the following sentences by using inversion.

*T: Ask students to translate the following sentences by using inversion and get them to share the answers with their peers.

1. 直到凌晨钟声敲响，他才踏进家门。(Not until)
2. 只有竭尽全力去完成每一项任务，你才会获得满足感和成就感。(Only)
3. 为了救那个溺水的女孩，那个年轻的警察毫不犹豫地跳进冰冷的河水里。(Down)
4. 他的父母对古典文学很感兴趣，他也一样。(so)

*Ss: Translate the sentences and check the answers with peers.

Purpose: To evaluate whether Ss have mastered inversion and find out the problems if there exist.

Guided directions:

1. Mind the key words.
2. Judge the structure.
3. Decide the tense and form.
4. Check the whole sentence.

VI. Assignment:

1. Finish the translation exercise.
2. Try to make up a short story with at least 8 sentences, four of which should be presented in inversion form and at least two of them are in different structures.