**例谈高中语法教学有效性之情境创设学语法**

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摘要：高中英语语法教学是高中生英语教学的一块难点，语法知识在全国英语高考试卷中所占的比重不小。笔者认为教师可以在创设的情境中进行语法教学，既增添课堂趣味性，又便于学生理解，从而达到教学目的，提高语法教学有效性。本文旨在通过具体教学实例来阐明如何在创设的情境中进行语法教学。

关键字：语法教学 情境创设 有效性

传统的语法教学多为填鸭式教学，教师呈现的例句多为孤立难懂的句子，学生被动地在课堂上接受枯燥晦涩的语法知识，不仅学生难以理解掌握，还降低学生的学习积极性。笔者认为将语法知识置于创设的情境中学习有助于提高语法教学的有效性。

情景创设下的语法课主要分为四步骤：一、在创设的情境中导入语法知识。创设的内容应贴近学生的生活或是学生感兴趣的话题，即能降低教学难度又能激发学生的学习兴趣。二、让学生发现并归纳语法规则。《新课标》要求:“高中英语教学要鼓励学生通过积极尝试，自我探究，自我发现，和主动实践等学习方式，形成具有高中生特点的学习过程与方法”。所以教师应当把语法课堂还给学生，让学生成为课堂的中心，同时，学生自主探究能极大程度地调动学生的学习积极性。三、在创设的情境中操练语法。教师可从控制性到半控制性再到开放性地分层操练语法知识，使学生在循序渐进中掌握语法知识。四、在创设的情境中运用语法知识。语法教学不是目的，要将语法知识置于有意义的、真实的情境中，才能实现语言的交流功能。下面我将通过具体的教学实例来呈现如何在创设的情境中进行语法教学。

该节教学实例的内容是学习with复合结构的用法。在这节语法课里，我把with复合结构语法知识放在情境中呈现，让学生感知语法，归纳语法，分层次操练语法，最后让学生在真实的情境中运用语法知识，同时整节课由一条完整的主线贯穿始终，使原本枯燥的语法知识富有意义。在本节课后, 学生能够：1. 在语篇中理解和使用with复合结构充当定语和状语的功能。2. 结合单元主题,了解跨文化交际，增强跨文化交际意识。3. 在具体的交际语境中使用with复合结构。以下是具体教学过程。

**Step One: Leading－in**

**(The story is about the first day of the Albury Delegation in Nanping)**

提供一篇短文介绍澳洲代表团在南平访问的第一天，在图片的提示下,学生以语篇为背景在有意义的语境中复习选修七第五单元的一些词汇。该语篇共七句话，每一句伴随一张图片呈现。

**Passage:①**On the afternoon of December 4th, 2016, Albury Delegation from Australia paid a visit to our school. **②**Shortly after their arrival, they were shown to the student **accommodation** containing three bunk beds(双层床) in each room. **③**Having sorted out their luggage, the Australian visitors were waiting in a **queue** at the student **cafeteria** for dinner. **④**Careful **preparations** had been made for the dinner, which were delicious Chinese dishes **optional** (可选择) for the Australian visitors. **⑤**While sitting at table, some of the visitors told us this was the first time that they had left their **motherland.** **⑥**Although the climate was opposite to that in Australia, our visitors had no difficulty **adjusting** to it. **⑦**Finally, daily **routine** (常规) was introduced to them, after which they went to sleep in **comfort.**

**Step Two: Discovering useful structures**

呈现第一个语篇中的四个句子，通过句子回放, 让学生在语境下感知四个句子中蓝色划线的字, 并使用不同的表达替换蓝色划线的字，体验with复合结构作定语和状语的用法及效果。

1. Shortly after their arrival, they were shown to the student accommodation

containing three bunk beds in each room.

= which contains three bunk beds in each room.

= with three bunk beds in each room.

**Summary: Serve as an attributive 定语**

2. Careful preparations had been made for the dinner, which were delicious Chinese

dishes optional for the Australian visitors.

= with delicious Chinese dishes optional for the Australian visitors.

3. Having sorted out their luggage, the Australian visitors were waiting in a queue at the student cafeteria for dinner.

= After sorting out their luggage, = After they (had) sorted out their luggage,

= With their luggage sorted out,

**Summary: Serve as an adverbial 状语**

4. Although the climate was opposite to that in Australia, our visitors had no difficulty adjusting to it.

= With the climate opposite to that in Australia,

**Step Three: Discovering and summarizing**

**Part One: The function and meaning**

让学生从以下八个句子中找出“with+O+OC”充当状语的句子以及“with+O+OC”充当状语的具体功能。

①He lived a rich life, with his father a beggar.

②With the door open, I was reading in the study.

③The tower looks beautiful with all lights on.

④She visited the museum with antiques on display.

⑤With many exams to take, Lily had to work hard.

⑥We’ll go hiking tomorrow with weather permitting.

⑦With the duck being steamed, mother took a nap.

⑧The battle ended with the enemy defeated.

**Summary One:**



**Part Two: The form and meaning**

让学生两人一组共同发现以下八个句子并归纳“with+O+OC”的形式以及该结构中宾语和宾补的关系。（注意句子中红色斜体字）

①He lived a rich life, with his father *a beggar*.

②With the door *open*, I was reading in the study.

③The tower looks beautiful with all lights *on.*

④She visited the museum with antiques *on display*.

⑤With many exams *to take*, Lily had to work hard.

⑥We’ll go hiking tomorrow with weather *permitting*.

⑦With the duck *being steamed*, mother took a nap.

⑧The battle ended with the enemy *defeated.*

**Summary Two:**

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**Summary Three：**

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**Part Three: The ways of thinking—choosing the right forms of the verb.**

让学生观察句子并总结归纳宾补为动词时的正确形式。

⑤With many exams to take, Lily had to work hard.

⑥We’ll go hiking tomorrow with weather permitting.

⑦With the duck being steamed, mother took a nap.

⑧The battle ended with the enemy defeated.

**Summary Four:Pay attention to the voice and tense of the verb.**

|  |  |
| --- | --- |
| **1. to do** | **表主动或被动，迟于主句谓语动词发生, 表之后的“将来”；** |
| **2. doing** | **表示主动，伴随谓语动词发生；** |
| **3. being done** | **表示被动， 伴随谓语动词发生；** |
| **4. done** | **表示被动已完成。** |

**Step Four: Practice 1**

**(The exercise is about the welcome ceremony on the second day of the Albury Delegation in Nanping)**

在发现该语法规则后，要求学生根据主题语境进行汉译英练习, 熟悉用法。为之后的写作任务作铺垫。

1. 作完演讲，校长宣布表演开始。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, our headmaster declared the beginning of the performance.

2. 第一个节目是澳大利亚代表团的合唱, 代表团的学生们属不同的年级。

First came the chorus from Australian delegation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. 接下来是中国女孩的古筝弹奏，与此同时一位男孩用笛子为她伴奏。

The following one is a Chinese girl’s zither playing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. 最精彩的是中国舞, 年轻的舞者穿着汉服。

The most wonderful was the Chinese dance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Key : 1. With the speech delivered.

2. with students in different grades.

3. with a boy accompanying her on the flute.

4. with young dancers (dressed) in Hanfu/ Han clothing/ Han costume.

**Step Five: Practice 2 (The exercise is about activities after the welcome ceremony on the second day of the Albury Delegation in Nanping)**

要求学生根据主题语境进行连线, 进一步熟悉用法，为之后的写作任务继续作铺垫。

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**Step Six: Practice 3**

**(The exercise is about activities on the third day of the Albury Delegation in Nanping)**

要求学生根据主题语境进行排序练习, 进一步巩固用法，为之后的写作任务继续作铺垫。

1. on the third day, the delegation, with, got up, a lot of things, much earlier, to do.

2. the first destination, its technology, advanced in the world, with, was,

Changfu Dairy Company.

3. on the face, a big smile, showed us, one foreign student, his papercut, with.

4. they, learned Drama of Nanci, with, showing the movements and singing,

in the evening, a drama actress.

1. modern and traditional cultures, they, Nanping, combined, with, came to find that,

a city, is.

6. many places, unexplored, had to, with, they, leave Nanping, It was a pity that.

**Step Seven: Writing ( Group work )**

今年11月另一个澳洲代表团将访问南平，当他们到来时，我们将向他们推荐一个南平值得游览的地方，请使用with复合结构介绍该地点。该环节教师将全班分成四人一小组，让学生以小组讨论的形式完成这项任务。在该环节中，教师将提供①和本课主题相关的写作题目，②写作框架规范写作格式，③部分短语表达供学生使用。要求学生运用课上所学的语法。部分学生练习在本节课得以展出, 课后学生根据自评表自我改进写作。



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| **Self-assessment** | | | | |
|  | **Excellent** | **Good** | **OK** | **Need improvement** |
| **Handwriting** |  |  |  |  |
| **Content(logical)** |  |  |  |  |
| **“with+O+OC”used** | **Over three** | **Two** | **One** | **None** |

**Step Eight: Homework**

将本节课所学的with复合结构语法运用到实际生活的跨文化交际中：写一封一百字左右的email给澳洲笔友介绍南平值得游览的两个地方，并按照自评表的要求对所写的email进行评估改进。

以上就是情境创设下的一节语法课教学过程。

正如《新课标》提出语法能力是交际能力的一部分，语法教学不能只局限于孤立的句子教学，也不能过于注重题海战术。毕竟，语言源自生活最终又将运用于生活中。所以，我们应把语法知识放在一定的语言环境中，让学生在真实的交际情景中，去感知、发现、归纳和操练，从而熟练运用，学好语法自然水到渠成。