

《实用英语 2》高效课堂案例分析

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一、课堂基本信息

学院：外语外贸学院

专业：非英语专业

班级：17 建工技术 1 班、BIM2 班

课程：实用英语 2

二、班级学情分析

学习特点：教学对象来自建工技术 2 个不同专业的学生，大部分来自自主招生的学生，英语水平为初一水平，因此无论是词汇量、语法，还是听说读写译等方面几乎接近零的水平，一切都得从头学起。对这类学生而言，要想上升到 A、B 级水平还是比较困难的。所以，我的重点放在简单的字词句的学习与讲解上面。学生能简单阅读、简单对话、掌握简单词汇的意思即可。

学习障碍：

学生学习积极性不高，且简单的语法都能轻易地打击学生学习的积极性。

学生学习动力不足，容易自我放弃。

学生实践欲望较弱、导致不敢开口。

三、课堂教学目标

教学内容：

知识目标：理解本课生词和课文出现的各种从句，掌握词汇搭配，在练习中使用所学语法；掌握应聘常用句式。

能力目标：能够读懂《Tips for Job Hunting》；能分析句子结构。

四、教学难点和重点

1. 教学难点

- (1) 定语从句、宾语从句、状语从句、倒装句
- (2) 长句结构的分析（第8句）

2. 教学重点

- (1) 讲解生词
- (2) 课文中每个句子的成分分析；
- (3) 每个句子的理解与翻译
- (4) 带领学生开口朗读并口述简单的事情

教学过程中激发学生自主学习总结归纳的能力，结合老师输入的信息，让学生做简单的输出练习。

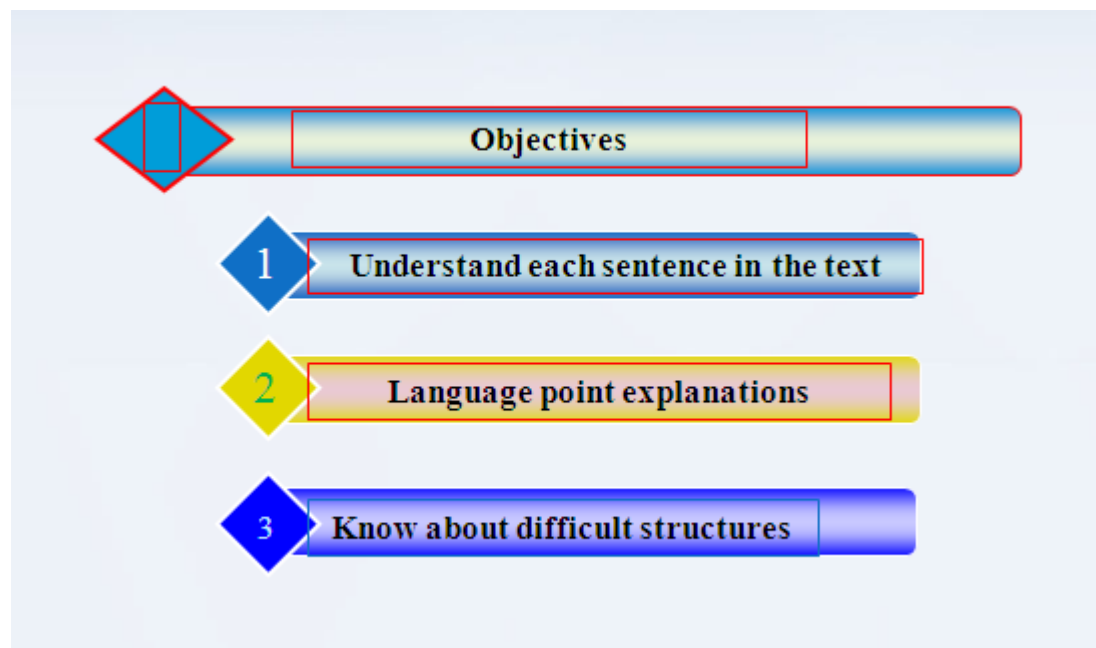
五、课堂教学流程

Step 1. 课前准备

教师事先布置任务，对课文、生词以及内容进行预习。

Step2. 导入

罗列出这节课要讲的两个任务：理解课文大意；分析课文前8个句子。



Step3. 讲解课文

回顾快速阅读的2种方法，并快速获取文章的主要内容。

Tips for Job Hunting

To get
the main
idea

Skimming and scanning

鼓励同学们积极举手分析句子结构。并让学生寻找每个句子的主干部分以及理解整个句子。老师于黑板板书并讲解句子中的各语言点。带读并要求学生熟读这8个句子。

•1. Finding your first job can be both a rewarding and frustrating experience.

2. The following are some tips for new graduates, which should be attached great importance to in job hunting. (come to one's attention)

3. Twenty-five percent of hiring managers say the **candidate's** ability to **relate** their experience to the job **at hand** is the most important **factor** in the hiring decision.

4. **Unfortunately**, new graduates often **underestimate** the experience.

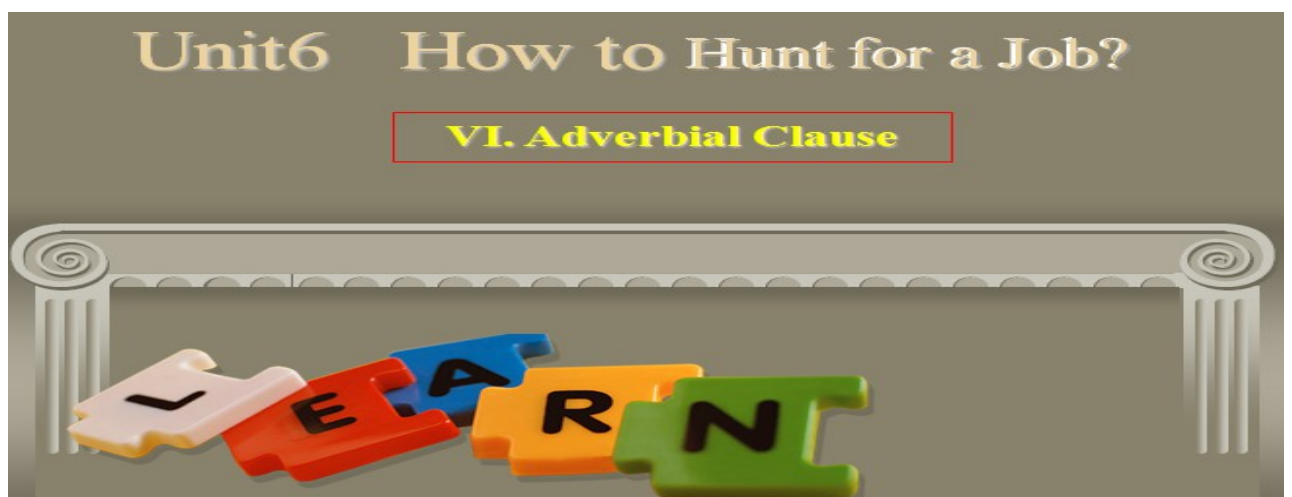
5. They think the requirement of experience **is unfair** for them, because they are new graduates.

6. However, college students may already have some work experience through **volunteer work**, internships (短期工作实习; 实习生), **part-time jobs** and **extracurricular** (课外的, 业余的) **activities**.

7. **Even unpaid** work experience is **beneficial** in your **job search**.

8. **Not only is it** a great way to get experience **which** you can **put on your resume** or on a job application, it is **also** a great way to **try out** a career to see **if** it is really **what** you want to do.

Step4. 复习定语从句、宾语从句; 讲解状语从句。主要讲解其分类与用法。



- An adverbial clause **functions** as an adverb
- which **modifies** a verb, adjective, adverb, or main clause.
- It can **tell** when, where, why, how, how long, how far, how often, for what purpose something happens, **result, condition, concession**.
- It always **begins with** a subordinating conjunction.

II. Types --- Time

◆ Time (answers “when?”)

Begins with these subordinators:

when	whenever	while
as	as soon as	before
after	since	until...

Time Examples 1

When it was time for class to begin, the students sat down and stopped talking.

Whenever the teacher was talking, the students listened carefully

Peter picked up some English **while** he studied abroad in London.

After the teacher gave the students a bad grade for playing with their phones during class, the students never brought their phones to class again.

Step5. 难点与练习

在此环节先让学生们巩固刚学习的状语从句，通过总结其用法，进行针对性的练习。

III. Difficulties: Think it over

- ◆ 1. when, while, as
- ◆ When(whenever,if)
- ◆ ___he goes to town, he brings us a present.(**habit**)
- ◆ The wind blew hard____the rain poured down. (**continuity time**)
- ◆ I cooked the dinner ____he played the piano.
- ◆ The man went up to shake hand ___he saw his friend got down the bus.(**the instant...**)

2. because, for, since, as, now that

- ◆ Why?----because
- ◆ Not/partly because
- ◆ It is because...that...
- ◆ _____ we are all here, the meeting can begin.
- ◆ _____ I was in the same class as George, I know him well.(We cannot use now that instead)

3. although, though, as, while

- ◆ although 1
- ◆ though 1/2/3/4
(even/conjecture/inverted/linking)
- ◆ as 1/2/3(a/adj/v)
- ◆ while 1/2(before/The relationship between the principal and the subordinate is just the opposite)

六、教学反思

1. 教学方法:

主要采用教师输入法为主、输出为辅的教学方法。学生练习法以及以各个语法知识点的项目教学法开展课堂教学活动。

2. 教学心得:

A、要有年轻的心。在教学中，教师要创造自己的特色和个性，充满热情和激情，只要我们融入到学生中去，在他们活力、青春、阳光、乐观的感染下，年轻的心态就会油然而生。

B、要有责任心。教师既要坚守岗位尽心尽职，同时应关心每一位同学，用眼神，用微笑，用心灵与学生交流。能做到心有灵犀一点通。所有的问题便可迎刃而解。

C、要有平常心。老师要用一颗平常的心去看待每一位同学尤其是成绩较弱者，不能嫌弃差生，不能伤害任何一个同学的心灵，只有这样，才能保证有效课堂的顺利进行。

3. 不足与改进:

学生英语水平低，讲解时要多考虑学生的接受力，并不断激励学生进行简单的口语训练。