

Guided by Knowledge, Explore the Organic Integration of Junior High School English Teaching and Educating Value with Cultural People—Record a New Grammar Lecture of “Interesting, Thoughtful and Rewarding”

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Abstract

The task of the construction of socialist spiritual civilization is to train socialist citizens with ideals, morals, culture and discipline, and school education plays an important role in the growth of students. English as the main subject is both humane. The new English curriculum standard for primary and secondary schools points out that we should fully tap the educational factors in the teaching material itself, pay attention to cultivate students' noble moral sentiment in the process of edification and influence, and form correct values and positive attitude towards life. This paper records such a junior high school English class, in the creation of the situation, not only through the time to draw the past to complete the temporal grammar learning and guide students to understand the truth of early action, the teaching of English language knowledge and the value of small discourse of the organic integration of education.

Keywords

English; past perfect tense; timeline; action five minutes early

知识引领，以文化人，探寻初中英语教学与育人价值的有机融合——记录一节“有趣、有思、有得”的语法新授课

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摘要

社会主义精神文明建设的任务是培养有理想、有道德、有文化、有纪律的社会主义公民，而在学生的成长过程中，学校教育起到了重要的作用。英语作为主要学科兼具人文性。中小学英语新课标指出：要充分挖掘教材内容本身的教育性因素，注重在熏陶感染、潜移默化中培养学生的高尚道德情操，形成正确的价值观和积极的人生态度。论文记录了这样一节初中英语课，在情境的创设中既通过时间轴进行了过去完成时态的语法学习，又引导学生领悟提早行动的道理，将英语语言知识的教学与小语篇的育人价值进行了有机融合。

关键词

英语；过去完成时；时间轴；早五分钟行动

1 引言

社会主义精神文明建设的根本任务是适应社会主义现代化建设的需要，培养有理想、有道德、有文化、有纪律的社会主义公民，提高整个中华民族的思想道德素质和科学文化素质。学校教育作为学生学习和成长中的主要一环，起着重要的育人作用，正如著名教育家陶行知所说：“千教万教教人学真，千学万学学做真人。”

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2 英语课程中的德育

英语是语言和文化学科，其德育特点主要是“人文性”。英语课程在培养学生英语语言运用能力的过程中，渗透着情感、态度、价值观的教育，集中体现为对学生进行具有多元文化素养、国际视野和家国情怀的人文教育特性的培养。中小学英语新课标指出，要充分挖掘教材内容本身的教育性因素，注重在熏陶感染、潜移默化中培养学生的高尚道德情操，形成正确的价值观和积极的人生态度。

教材是德育的载体。鲁教版的前身是人教版，课文选材

和内容积极上进,充满社会的正能量。英语教师将在教学过程中注重捕捉课文和对话中的德育因素,通过融合渗透的方式,有机地把德育和英语课堂教学整合起来,在教学中渗透人际关系、思想品德、职业道德教育,让学生在学英语的同时,个人素养也会得到不断提高^[1]。

3 教学内容分析

这是一节基于听说架构下的语法课。本节课隶属于鲁教版第九册课本第七单元 *Life is full of the unexpected*, Section A 第一课时。本单元通过谈论发生在过去预料之外的事件来初步通过语境进行对过去完成时态的感知和应用。过去完成时态在现行的《中小学英语新课程标准》中未被列为中考考查的语法项目表,所以可以推断初中阶段唯一一个以过去完成时为语法项目主题的目的更偏向于情境中的理解,这在讲述过去的事件时能增加意想不到的惊喜或遗憾,使得事件更加生动和自然。本节课是单元的初始课,即听说课,主要讲述主人公 Mary 因为早晨睡过头而引起的一系列来不及、赶不上、

想不到的经历,力求在此语境的创设中通过听说的输入和输出给学生留下新时态带来的不可思议的效果^[2]。

4 学生分析

九年级的学生通过前期的学习对 6 种基本时态有充分的理解和应用能力,本次基于过去事件的讲解补充以及时间轴的梳理,过去完成时态应该在可理解、可接受的范围之内。

5 教学目标

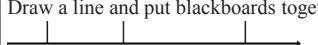
通过听力训练,获取对话大意和事实性信息;在 Mary 的故事中初步理解运用新语法——过去完成时;能初步运用过去完成时讲述发生在自己或他人生活中的意外之事。

其中教学重点是对过去完成时的初步理解;教学难点是发生在过去的、前后有关联的两个事件中如何区别、运用时态。

6 教学过程

具体教学过程见表 1。

表 1 教学过程

| | The teacher's activities | The students' activities | Teaching Aims |
|---|---|--|--|
| Step 1: Leading-in | Play a short video and ask the following questions: What happened to the man? T: Rewrite the sentence: By the time he found his own car, he had already cleaned off the snow. T: What a bad morning! Life is full of the unexpected. | Watch the video and have a good laugh. Answer the questions like this: He cleaned the snow off but to find it wasn't his car. Try to understand the long sentence. | 设计意图: 引出出其不意的过去完成时态 |
| Step 2: Presentation and practice (1a-1c) | Show the pictures on the book. Talk about the pictures with the students: 1. What did Mary do in the pictures? While the students are talking the pictures, the teacher write some key sentences on the two separated blackboards: 2. Do you think Mary had a good morning? How do you know? | Talk anything the students can find in the pictures by using the patterns: I can see...; I guess... 1. In Picture 1, I can see Mary was very surprised to hold her alarm clock which pointed at seven ten. So I guess she overslept. 2. In Picture 2, I can see Mary was waiting outside the washroom with her toothbrush, so I guess someone else was taking a shower inside. ... | 听前读图, 生成以下的句子 |
| | Play the tape and then check the answers. Have the students to aware the new tense and encourage them to discuss and say something about it. T: Yes, you're quite right. Draw a line and put blackboards together.  1. Her brother got in the shower before she got up. By the time she got up, her brother had got in the shower. ... T: So you know there was always something else unexpected had happened before Mary wanted to do something. | Listen to Mary talking about her morning. Complete the sentences: 1. By the time I got up, my brother had already gotten in the shower. 2. By the time I got outside, the bus had already left. ... Have a short discussion about the new tense: I think one happened after the other. 学生通过教师的引领,能意识到先用 by the way 说清参照物,再用新学时态表达过去的过去 | 听并完成句子;通过时间轴的帮助将两个事件分出前后关系,进而由两个一般过去时的句子变为一个由 by the time 连接而成的新句子,即以发生在后的动作为参照物,前面发生的动作为过去完成时 |
| | Show the pictures again and leave them there. Encourage the students to say the sentences out and give a comment. T: Oh, no! T: Oh, what a pity! T: I can't believe it! | Take turns to be Mary. Look at the pictures above and talk about what happened this morning. | 鼓励学生造句,并通过教师的接应感受到过去完成时在此处表达的惋惜之意 |

续表

| | The teacher's activities | The students' activities | Teaching Aims |
|--|--|---|--|
| Step3:Presentation and practice(2a-2c) | Have the students talk about the pictures and encourage them to try to use the long sentences with "by the time". | The students read the pictures in 2a and describe what they see. By the time Mary got to school, the bell had already rung. She realized she had left her keys in the schoolbag. | 鼓励学生尝试运用新学的时态表达图画内容 |
| | Play the tape for the first time. T: She wanted to get her schoolbag. But what bad luck! | Listen to Mary continue her story and number the pictures. | 听第一遍, 给图画排序 |
| | Play the tape for the second time. | Listen again and fill in the blanks with the correct forms of the verbs in brackets. | 听第二遍, 补全句子 |
| | Ask the students to draw their own time lines. | Draw their own time lines according to what they have in 2b. Show their time lines and their own sentences in front of the class. | 在自己画时间轴的过程中更深刻地感受到过去完成时所能表达的情境 |
| Step 4: Practice | Show all the pictures of Mary's morning. | One student pretends to be Mary's teacher and the others take turns to be Mary and give reasons to explain what happened to her to the teacher. | 创设真实情境用所学知识进行口语练习 |
| | Ask the students to think: 1. Do you think Mary is good at dealing with the unexpected things? 2. What lesson can we learn from Mary's rush morning? 3. What advice would you like to give to Mary? Ask the students: I borrowed a watch from Ms. Jin before class. She told me her watch was set five minutes earlier. Do you know why? | The students may answer: More haste, less speed! All the unexpected happened just because she overslept! Learn a good habit: Always being five minutes earlier is a good habit! | 教师恰巧借用了金老师的手表, 她的手表常年设置比正常时间早五分钟。教师利用契机现场采访金老师为何要这样做 |
| Step 5: Discussion | Show the first teaching video on the purposes of using the past perfect tense. | Discuss the usages of the tense and then watch the video. | 微课讲解: 过去完成时 |
| Step 6: Practice | Show something unexpected happened to the teacher with the time line as an example. | Give new sentences with the past perfect tense by using the given words and the time lines. | 在情境和时间轴的帮助下应用新时态 |
| | Show a very surprise birthday party:... by the time I got back home, my mother had already cooked a big meal, my husband had made me a beautiful birthday cake and my daughter had bought me some charming flowers. T: Now, you see, we can use this tense to show not only the regrets but also the surprise. | Write their own stories and share with the class. They can demonstrate theirs: 1. With only one or two sentences. 2. With a short passage. | 鼓励学生用一句话或者一小段文章讲述发生在自己身上的意外之事 |
| Step 7: Conclusion | Show pictures about all kinds of unexpected things: T: What should we do with these? | Ss: Maybe just accept it! Maybe find reasons to avoid it to happen again. | 思考对待意外的态度 |
| Step 8: Homework | T: Surprise! No homework for today by now! | Ss have a good laugh! | |

7 结语

一节普通的语法课, 教师通过情境的设置引领学生感受并渐渐明了过去完成时的用法, 同时在主人公早上一系列预料之外事件的发展中寻取主要原因——没有按时起床, 结合学生自己的经历, 自主得出本节课的德育渗透点: 早五分钟行动是一个生活中的好习惯。语言学习和文本的育人价值得到了有机融合^[3]。

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