**英语阅读之猜测词义**

西北农林科技大学附属中学

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课型： 技能训练课

课时： 一节课（45 分钟）

授课对象： 高二（三） 班学生

授课时间： 2021 年 12月 8 日

授课地点： 西农附中录播室

**Teaching material**

According to the new curriculum, students in high school should have the ability to guess the meaning of new words according to the context. So I find some typical examples to cultivate students’ ability to guess the meaning of a new word and raise their awareness to solve problem by their own.

**Analysis of students:**

Students in grade two have the basic reading ability and skills in English reading, but when it comes to the new words, some may be annoyed, some refer to a dictionary and some others just ignore the new word. They lack the skills and confidence in dealing with new words while reading.

**Teaching aims:**

After this class, you will be able to

1. Master general steps and some tips of guessing the meanings of words, phrases or sentences.
2. Develop your ability to analyze, compare and summarize.
3. Use what you have learned to solve the problem.
4. Be brave and confident in face of difficulty.

**Teaching focus:**

1. Search for the clues and hints in the context that reveal the techniques of

word-guessing.

2. Sum up the ways and the techniques to guess new words.

**Teaching approach**

Communicative Approach, cooperative-learning, Inquiry-based learning,

Autonomous learning, Individual work, Group discussion

**Teaching Procedures:**

**Step1. Greeting and lead-in**

1. What will you do when you come across new words? (Ask students and collect answers.)

Ask others for help

Refer to the dictionary

Ignore it

Guess the meaning according to the context

设计意图：从解决实际问题入手，学生谈论自己平常英语阅读过程中处理生词的办法，引导学生思考：是不是每一个生词都需要知道意思？如果真的需要知道，我们只能查词典吗？引起学生探究兴趣。

**Step2. Presentation**

1. How do you deal with the new words in reading the following two sentences?
2. The largest spider in the world is the goliathtarantula.
3. Held on a farm, the Glastonbury festival is the most well -known and popular in the United Kingdom.

Only when it is necessary do we need to guess the meaning of a new word. How?

1. Group discussion

Students form in group of 6 and talk about the sentences with new words in them.

(make it clear how to guess the meanings of the new words and make a summary of the clues)

**Group 1**.

1. Doctors believe that smoking is detrimental to our health.
2. When the tall guy came into the room, he carelessly hit his head on the lintel.
3. It's freezing outside so you'd better put on yourlynex.

Thinking process:

**Group 2**.

1. After having had a really bad day, she wanted to read something frivolous. Normally, however, she preferred serious novels.
2. (2018全国Ⅱ卷) Corn production has jumped nearly 125 percent over the past 25 years, while rice has increased only 7 percent.
3. The female mosquito is a vampire and lives on blood.
4. Be punctual when you are going to a party. Never be late.

Thinking process:

Clues:

**Group 3.**

1. The little girl was famished; in other words, she was starving.
2. We can feel acceleration, which is an increase in speed.
3. The enemy soldiers surrendered, that is, threw their weapons（武器）and walked out with their hands above their heads.
4. The word ecology means the study of the relationship between living things and their surroundings.

Thinking process:

Clues:

**Group 4.**

1. His feelings for his cousin were ambivalent**:** sometimes he delighted in her company; at other times he couldn't stand the sight of her.
2. In Russia if we give flowers as a present, we have to give an odd number of them （one, three, five, etc） because even number of flowers （two, four, six, etc）are for funerals.

Thinking process:

Clues:

**Group 5**.

1. She wanted the hairdresser to trim her hair a bit because it was too long.
2. The river is so turbid that it is impossible to see the bottom even when it is shallow(浅的).
3. He’s such a shrewd businessman that he loses no money in any trade.

Thinking process:

Clues:

**Group 6.**

1. A silence in a conversation may also show stubbornness, uneasiness, or worry.
2. It is likely that children mistaken the sugar –coated pills for candies.
3. Surround yourself with people who uplift, encourage and understand you! Group exercise is challenging, yet fun and empowering!

Thinking process:

Word formation:

1. 派生法（前后缀猜词 ）

1). 常见前缀

dis-/in-/non-/ir- 否定前缀 re- 再… mini- 小 over- 过度

2).常见后缀

-er/-or/-ian/-ist/-ese /-ment/-tion/-ture/-ness 名词后缀-able/-ful/-ish/-ern 形容词后缀

2. 合成法 brunch，underground, smog

3. 转化法 (词性转化）

Please **empty** the box to make **room** for the new goods.

设计意图：先引导学生看两个只需要知道词性和基本内容的词，明确并非所有单词都需要知道具体意思；通过小组讨论，学生梳理自己的思维过程，找到句子中线索的共性特点，自己总结归纳猜测词义的策略。

1. **Summary**

**Ways to deal with new words**

1. Ignore it if it doesn’t affect your understanding
2. Know the part of speech
3. Guess the meaning if necessary
4. Common sense
5. Definition (attributive clause; appositive clause; mean; that is; refer to…)
6. Compare and contrast (however; but; while; instead of; on the other hand…)
7. Punctuation ( ; : -- ( ) …)
8. Cause and effect ( so…that, such…that, because, due to…)
9. Word-formation

设计意图：教师带领学生再次明确针对不同的生词类型采取不同的应对措施：不能词词查，也不能词词猜，但是得知道可以怎么猜。

**Step 3 practice**

**New words in sentences**

**◎**John usually wastes a lot of money on  such useless things, his wife, however,

is very thrifty.

◎If you agree, write “ yes”; if you dissent, write “no”.

**◎** China is ready to work with the US to seek common ground while shelving differences.

**◎** Many United Nations employees are polyglots, Mrs. White, for example, speaks five languages.

**◎** He was a prestidigitator who amused the children by pulling rabbits out of hats, swallowing fire, and other similar tricks.

**◎** Encourage readers to use the library. Frequent them and talk about them when you can.

**New words in paragraphs**

Read the following paragraph and decide how to deal with the following words first and guess the meaning of some by using what we have learnt today.

“Our phones now take on an antagonist's role. When we try to engage in other activities, they blink their neon flashing lights non-stop, tempting us to give them one more click. We then watch our grades at school sink, our social skills plummet， our concern for others around us drop, sliced away from the real world, sliding into the digital one. Is this sacrifice worth it? No, phone addiction must come to a full stop today. ”

设计意图: 通过练习达到巩固猜词策略的目的，从句到篇，难度逐渐上升。对篇章的处理是先画出生词，分类处理，并标出需要汉语注释的词，能猜的词才出来词义。通过这项练习，既能帮学生进一步强化如何处理生词，也能帮学生巩固猜词策略。

**Step 4 Game time**

1. Which one is ***odd***? (show pictures of a bat, a horse and a polar bear)

Explain the meaning of **odd** by using common sense, definition and examples

1. Group work:

Students form in group of six and choose a card from the teacher with four new words on it and one of the Chinese meanings is given. Each group is responsible for explaining the new word with a Chinese meaning to the whole class by using definition or giving examples or make sentences.

(the four words: puberty, versatile, clumsy, involution)

设计意图: 通过做游戏，使用目标语言，给出猜词的线索，为学生进一步解释新词做示范，培养学生逆向思维能力，学会如何通过给定义解释或举例造句的方式给出猜词线索，提高判断线索词的敏锐度。

**Step5 Summary by students**

Remember to put a word in the context!

**Share with you:**

You never really understand a word

until you consider it from the context...

until you put it into practice and make it your ally instead of enemy.

设计意图：通过小结本节课所学培养学生的总结概括能力，建立处理生词的信心，并提醒学生一定要关注语境。

**Step 6 Homework**

1. Use what we have learnt today in your daily reading.

2. Make up sentences with a missing word, but with clues leading to it.

设计意图: 通过学生自主设计句子给线索再次巩固所学猜词策略。

**Blackboard design**

**课后反思：**

笔者对本堂课进行了深刻的反思，认为本堂课在以下三个方面处理得较好：

第一点： 以学生为课堂的主体，注重激发学生的学习积极性，充分挖掘学生的学习潜能，引导学生积极参与课堂活动，提高了课堂教学效率。

第二点：注重引导学生在语境中注意，发现，分析，总结规律。在不同的活动中进行操练，让学生在学中练、练中学，学练结合，寓教于乐。解决了学习过程中的实际问题，建立了学习的自信心。

第三点：学生把所学的知识运用到实际情景中，提高了用英语进行思维和表达的能力以及团结合作学习能力。

这堂课也存在一些不足。本节课课堂容量较大，由于课堂时间有限，笔者留给学生讨论话题以及对话的时间不够充分，有些环节没有充分展开。