

# 小议高中英语学习的“熟悉”和“陌生”

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**[摘要]**在高中新课改持续推进下,受制于考核机制与巨大的高考压力,英语教学深处很大的困境。许多老师仅从表面呼应课程改革,一味地强调教学效率与学生学习成绩的提升,而忽视了对学生素质的培养。所以,在引导学生学习英语时,急需打破传统、及时更新观念,充分联系上学习中的陌生与熟悉内容,来帮助学生获得全面发展,进而践行素质教育的目标。基于此,本文从高中英语学科,探讨了有关学习方面熟悉与陌生的相互促进,仅供参考。

**[关键词]**高中阶段;熟悉和陌生;学习兴趣

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在教学中,我一直向所教的学生传输一种新的理念,那就是既看见树叶,又看到树木。那么如何才能做到这一点呢?

首先,从熟悉中的陌生入手。如Be动词

1, This is why education and training for young people is (be) so important.

2, Aids is (be) caused by a virus called HIV. 3, One class of drugs is (be) called uppers.

4, The work of international organizations is (be) even more important.

5, He believes that education as well as medical treatments is (be) the key to stopping the disease.

以上例句都是学生学过的教材的原文,对了答案之后,他们马上有了一种熟悉中的陌生感,然后我让他们概括了一下,引导他们从树叶走向树:

1, 主语受到了干扰。2, 把宾语当成了主语。3, 主语部分出现了宾语。4, 加“s”的名词不一定是主语。

其次,用方式转换理解复杂的句子结构,让熟悉中的陌生不再陌生。如下面课文原句:

1, For this reason, it is considered illegal to sell a product.

2, These criminals can be in Europe, where visas are not required to travel in many countries.

3, An example of an upper is a drug called speed, which is usually taken as a tablet or capsule.

我让学生都用“someone+Vt+O+C”去改动,这样学生就能驾轻就熟,同时也提升了他们探索英语学习的兴趣。最后让他们做出了自己的笔记:“S+be +done+C=someone+Vt+O+C”

第三,通过“一锅端”的方式,让学生夯实熟悉中的陌生。如“that”

1, Let me just repeat      to you. 2, He was late in      he was stuck.

3, She was    exhausted. 4, It is the second time    he had gone abroad.

5, It is urgent    everyone protect the environment. 6, The news    he told us was not real.

7, The suggestion    we stay here was approved. 8, Mary said to him    he should work hard.

9, His hope is    everyone can go to university. 10, It was proved    the earth travels around the sun.

11, It was such a lively city    no one wants to leave. 12, We jog every day so    we can get into shape.

13, It is not until 10: 00    his little daughter went to bed.

14, The minute    he left, it rained cats and dogs. 15, She had to admit,    is to say, she was a liar.

通过以上15道题,让学生归纳出15个“that”的用法,学生就能熟悉“that”了。

第四,通过整理,让学生深刻理解一道熟悉却又陌生的问题,即be动词后面到底用形容词或者用副词?如: 1, He is    (true) a lonely single man. 2, Mary was    (great) grateful to you just now.

许多学生看到这样的试题都有点困惑,当我让他们把要填空的词去掉的时候,他们就一下子明白了,原来be动词后面已经有表语了,结果他们的速度马上就快起来了,也让他们自觉的得出了一个结论,那就是: S+be+adv+P (prep, adi, n, etc.)。效果就达到了,因为学生上树了。

于是我又给他们看了“there be”这个熟悉的句型,如:

1, The person there    looks old is a famous poet. 2, The apple tree there    is very tall is fruitful.

大部分同学当场就写出了理论: S+there+relative pronoun+be+P+be+P

第五,让“唯一”成为“熟悉”,让“熟悉”永不“陌生”。通过整理和归纳,我让学生记住那些常见的容易出错的知识点,让学生发现一种现象,那就是答案是唯一的。如:

1, Knowledge is to people what water is to fish. 2, I didn't know whether or not he had reached Beijing.

3, I hate it when they talk with their mouths full of food.

以上五点只是抛砖引玉,有些方面不能一一在有限的篇幅里面说明,敬请谅解。

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