SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_\_\_《英语词汇学》\_\_\_\_课程教案

周次 1 第 1 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 1 Lexicology and Words | |
| 本次授课目的与要求  1.使学生了解词汇学的总体框架  2.使学生了解词的概念、特征、类别等  3.使学生了解词汇和语义场的关系 | | |
| 教学设计思路  用讲授和启发相结合的教学方法来引导学生对英语词汇学有一个基本的了解。使他们对词的概念、特征和类别等有一个清醒的认知、对语义场有一个初步的印象。 | | |
| 本次教学重点与难点   1. 本单元讲课重点：词汇学的界定、词汇学和相邻学科的关系、词的概念及其相关知识。 2. 本单元讲课难点：词汇学与形态学、语义学以及词源学的关系，词汇与语义场的关系。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| （可添页）  Teaching procedures (Total: 90 mins)   1. Warm-up Activities (15 mins)   1) Asking the students to tell what is a word.  2) Asking the students to list certain features of English words.  2. Teaching Activities(40 mins)  1) Explaining the key terms to the students  2) Expounding the important theories and principles to the students.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 2 第 2 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 2 Some Basic Concepts and Word Meanings | |
| 本次授课目的与要求  1. 使学生了解词素和词位的区别  2. 使学生理解“外延”、“指称”等相关术语  3. 使学生了解其中类型的“意义”  4. 使学生理解一词多义和同型同音异义词 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授和讨论相结合的教学方法使学生对该章节中相关的内容有一个清楚的认识。  3.用总结和讨论的方式加深学生在课堂上所学到的知识并使他们能够在实际语境中熟练地使用这些知识。 | | |
| 本次教学重点与难点  本单元讲课重点：词位、词的七种意义。  本单元讲课难点：词素和词位的区别。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to tell certain knowledge which they might know about words.  2) Asking the students to analyze the types of meaning of a few words.  2. Teaching Activities(40 mins)  1) Explaining the key terms to the students  2) Expounding the important knowledge to the students.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 3 第 3 次课 学时 2 教案设计人 邹智勇

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| 课程单元名称 | Chapter 3 The Origins of English Words | |
| 本次授课目的与要求  1.使学生了解英语词汇的起源情况  2.使学生了解英语词汇的发展情况 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授和讨论相结合的教学方法使学生对该章节中相关的内容有一个清楚的认识。  3.用总结和讨论的方式加深学生在课堂上所学到的知识并使他们能够在实际语境中熟练地使用这些知识。 | | |
| 本次教学重点与难点  本单元讲课重点：英语的历史分段。  本单元讲课难点：英语的新词创造。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about the origin and the development of English.  2) Encouraging them to give some examples of borrowed words.  2. Teaching Activities(40 mins)  1) Explaining how the English language originated  2) Expounding how the English language developed.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task-centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 4 第 4 次课 学时 2 教案设计人 邹智勇

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| 课程单元名称 | Chapter 4 Word Formation in English | |
| 本次授课目的与要求  1.使学生了解英语词汇的基本构成方式  2.使学生了解英语词汇的其他构成方式 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授和讨论相结合的教学方法使学生对该章节中相关的内容有一个清楚的认识。  3.用总结和讨论的方式加深学生在课堂上所学到的知识并使他们能够在实际语境中熟练地使用这些知识。 | | |
| 本次教学重点与难点  本单元讲课重点：英语合成词的种类。  本单元讲课难点：英语混成词的种类。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about the origin and the development of English.  2) Encouraging them to give some examples of borrowed words.  2. Teaching Activities(40 mins)  1) Explaining how the English language originated  2) Expounding how the English language developed.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task-centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 5 第 5 次课 学时 2 教案设计人 邹智勇

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| 课程单元名称 | Chapter 5 Sense Relations | |
| 本次授课目的与要求  1.使学生了解英语词汇中的4种词义关系  2.使学生了解英语词汇的基本搭配情况 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授和讨论相结合的教学方法使学生对该章节中相关的内容有一个清楚的认识。  3.用总结和讨论的方式加深学生在课堂上所学到的知识并使他们能够在实际语境中熟练地使用这些知识。 | | |
| 本次教学重点与难点  本单元讲课重点：反义关系和上下义关系。  本单元讲课难点：英语的语法搭配和词汇搭配。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about the origin and the development of English.  2) Encouraging them to give some examples of borrowed words.  2. Teaching Activities(40 mins)  1) Explaining how the English language originated  2) Expounding how the English language developed.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task-centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 6 第 6 次课 学时 2 教案设计人 邹智勇

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| 课程单元名称 | Chapter 6 Idioms, Multiword Verbs and Proverbs | |
| 本次授课目的与要求  1.使学生了解英语成语和多词动词的构成类型  2.使学生了解英语谚语的内涵意义 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授和讨论相结合的教学方法使学生对该章节中相关的内容有一个清楚的认识。  3.用总结和讨论的方式加深学生在课堂上所学到的知识并使他们能够在实际语境中熟练地使用这些知识。 | | |
| 本次教学重点与难点  本单元讲课重点：英语成语的构成方式。  本单元讲课难点：英语成语的基本特征。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about the origin and the development of English.  2) Encouraging them to give some examples of borrowed words.  2. Teaching Activities(40 mins)  1) Explaining how the English language originated  2) Expounding how the English language developed.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task-centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |