

# 《高中英语（上外版）》语法衔接活动案例

## Review of Basic Sentence Patterns

课题：Review of Basic Sentence Patterns 课型：语法 建议时间：15 分钟 设计者：杨洁

### 一、活动设计与说明

#### 1. 内容分析

本课的活动内容来自于必修课第一册第二单元 Grammar in Use 板块的 Basic Sentence Patterns (review)，主要是复习初中学习过的简单句五种基本句式。本课设计与本单元主题 Language and Culture 相呼应，围绕学校生活，跨文化沟通展开，以志愿者服务与校园活动为载体，引领学生在主题语境下渗透语法知识，巩固复习简单句基本句型，调动学生已有的基于该主题的经验，完善语法知识结构。

本课的活动以向姐妹学校的外国学生介绍学生自己的学校为主线，活动设计环环相扣，并为学生搭建脚手架。学生可以利用图片素材中给出的信息灵活组织语言及内容，进行适当的拓展。教师可引导学生在开放性的语境中正确使用语言，从不同的角度谈论自己的学校，为外国友人进行校园及个人风采展示。

本课在活动后还设计了相关配套练习，并提供了音频和视频辅助材料，帮助学生通过“听”、“说”、“读”、“写”、“看”等多种方式复习、使用初中学过的简单句基本句型，做好高中学习的衔接工作，为高中的复杂句型学习提供坚实基础。

#### 2. 学情分析

基于《上海市初中英语学科教学基本要求》《义务教育英语课程标准（2011 年版）》、《上海市高中英语学科教学基本要求》，设计者汇总了上海学生在初、高中阶段，语法项目（句子类型）的学习内容，学习水平和具体要求。

学生在初中学习阶段要求掌握简单句五种基本句式；能熟练、正确地运用简单句进行口头或书面表达。在此基础上要求学生运用并列句，宾语从句及部分状语从句进行口头或书面表达。

在高中阶段学生要在有意义的表达中加深对句子的理解，灵活、恰当地运用各种类型的句子表达思想，观点和态度。

本课设计是初中简单句基本句式学习的延伸和继续，旨在以更加贴合学生实际的语境帮助学生巩固初中所学的语法知识，通过实践活动体会不同句子结构在交流中的意义，建立语用和语义之间的联系，在语境中恰当运用语法知识。

鉴于学生层次不同，所以在本课活动设计上也进行了分层，就同一个活动，针对学习能力较高的学生可以将任务提升为写日记，给学生提供发挥能力和语言综合运用空间。而对于能力较弱的学生，则可以通过辅助问题设计，搭建脚手架，帮助学生完成学习任务。

Grade	Content	Level	Requirements
6-9	1. S+V: Subject + Verb(vi.) 2. S+V+P: Subject + Linking Verb + Predicative 3. S+V+O: Subject + Verb(vt.)+ Object 4. S+V+O+C: Subject + Verb+Object +Complement 5. S+V+O+O: Subject+Verb+Indirect Object + Direct Object	C(运用)	1. To Master the basic sentence patterns of simple sentences. 2. To speak or write properly and proficiently with simple sentences.
	Object clause	C(运用)	1. To master the basic form and meaning of the object clause. 2. To speak or write properly and proficiently with object clause.
10	<u>Review:</u> 1. Basic sentence patterns of simple sentences 2. Object clause	C(运用)	1. To use the rules of object clause, subject clause, predicative clause and appositive clause to properly express meanings and complete communicative tasks.
	<u>New:</u> Subject clause Predicative clause Appositive clause		

### 3. 设计思路

本语法衔接活动是基于 Grammar in Use 板块的 Basic Sentence Patterns(review), 主要是复习初中学习过的简单句五种基本句式, 活动内容围绕本单元主题 Language and Culture 展开。

本课的设计理念是: 通过实际生活体验, 情境引入, 学生担任志愿者给姐妹学校的国外来访学生介绍学校, 指导学生熟练、正确地运用各种基本句型进行口头或书面表达。教师为学生搭建脚手架, 帮助学生从形式上巩固, 从意义上理解, 从运用中体验, 在语境中实现运用语法知识表达意义, 完成交际任务。

本学习活动分为四个部分:

第一步, 教师引导学生讲述对学校的初步印象, 并给出第一句话提示。对于学习能力较弱的学生, 教师可以设计不同的问题帮助学生进行合理思考, 自然地运用各种基本句式进行回答。

第二步, 教师通过板书展示学生的描述, 并有意识地进行归类, 学生观察并复习回顾简

单句五种基本句式。

第三步，教师展示六幅图片素材展现校园学习与生活的六方面，学生看图完成短文“I Love My School”。对于有困难的学生，教师可以通过问题提示学生运用不同的基本句式完成任务。

第四步，教师设置交际任务，担任学校志愿者，给姐妹学校的来访国外学生进行演讲，介绍自己学校，鼓励学生大胆表达，同时关注句式的正确运用和逻辑性，并通过量表评价语言的内容与运用。

分层活动，对于水平较高的学生，教师提升任务的难度，完成日记“A Wonderful Day with the Foreign Guests”。引导学生借鉴和利用前面的语言材料，加入有个性的内容，关注语言的逻辑性与准确性。

## 二、教案

### 1. 学习目标

本课时的学习目标是：

1) 能复习和掌握五种简单句基本句式。

2) 能运用多种简单句基本句式完成对外国学生演讲的交际任务。

In this period, students are expected to:

- 1) go over and master the five basic sentence patterns.
- 2) deliver a speech to foreign students from the sister school by adopting a variety of basic sentence patterns.

### 2. 学习步骤

**Step 1:** The teacher asks students to share their impression of the senior high school which they have just been admitted to. The description shall start with the sentences given below.

☆ I will study in a new school.



**If students have difficulty sharing the information, the teacher can ask the following questions for students' reference.**

1. What do you think of your new school?
2. What is the feature of your school?
3. Why did you sign up for this school?

*If necessary, the teacher helps students recall their personal feeling of the new school and guides them to describe the school by using the suggested basic sentence pattern.*

*My new school is...*

*I like my new school...*

*My new school gives me a deep impression...*

*My new school makes me...*

**设计说明：**

该活动中学生可以运用元认知策略学习。学生通过登录校园网站，实地考察学校以及学长学姐及老师的介绍了解学校，并获取完成活动任务所需的信息和材料。

同时，学生也可以运用情感策略进行学习。由于学生刚刚入学不久，对高中生活充满期待，对于高中校园满怀憧憬，能对话题感兴趣，主动参与话题。

本活动设计时给出贴合学生实际生活的语境“高中刚入学”，并给出话题讲述的第一句话进行提示：“I will study in a new school.”学生可以自然展开，表达话题，清楚地描述学校给学生留下的整体印象。学生在讲述过程中，能合理运用不同句式进行表达。

本活动设计也考虑到不同层次的学生需求，对于话题展开有困难的学生，教师设计有效的问题，引导学生用不同句式表达，完成学习任务。

**Step 2:** While the students are sharing their opinions, the teacher writes the suggested sentence pattern on the blackboard and guides students to recall the five basic sentence patterns.

**Reference answers**

	Sentence pattern
I will study in a new school.	S+V
My new school is...	S+V+P
I like my new school...	S+V+O
My new school gives me a deep impression...	S+V+O+C
My new school makes me...	S+V+O+O

**设计说明：**

该活动中学生可运用认知策略学习。教师引导学生有意识地提取回答的信息，并挑选典型句式通过板书分别呈现。

学生可以通过观察、比较、分类和总结等手段，概括并复习简单句基本句式的结构、意义和使用规律。

**Step 3:** The teacher shows some pictures of the school campus and the school activities. Ask students to complete the short passage “I love my new school” with the help of the following pictures. The teacher shall encourage the students to use their imagination properly.



### I love my new school

I can still remember the first day of my senior high school. When I stepped into my new school early in the morning, the headmaster and some students \_\_\_\_\_. Everyone \_\_\_\_\_, which made me \_\_\_\_\_. The school campus was \_\_\_\_\_, **which** left a deep impression on me. As I walked to the playground at noon, some students \_\_\_\_\_ and others \_\_\_\_\_. Then I walked into the laboratory building, I saw some students \_\_\_\_\_. In the afternoon, I was told that besides compulsory courses, some optional courses would also be offered to us. I felt \_\_\_\_\_ because a foreign teacher \_\_\_\_\_.

Now it's almost a month since I became a senior high school student. A lot of school activities are held in our school every **semester**. I've \_\_\_\_\_. I'm sure the various activities can \_\_\_\_\_. My new school is a new stage in my life where I can improve myself. I love my new school.



**If some students have difficulty completing the tasks, the teacher can ask the following questions according to the pictures to help them.**

- Pic 1: How did the people welcome you at the school gate?  
How did you feel on the first day of your senior high school?
- Pic 2: What's your first impression of the school campus?
- Pic 3: What were the students doing on the playground?
- Pic 4: What were the students doing in the laboratory building?
- Pic 5: What will the foreign teacher teach you in the optional course?
- Pic 6: What activities have you signed up for?  
What can you benefit from the activities?

### Reference

### I love my new school

I can still remember the first day of my senior high school. When I stepped into my new school early in the morning, the headmaster and some students **were standing at the school gate.**

Everyone **smiled to me**, which made me **touched/excited**. The school campus **was beautiful**, **which** left a deep impression on me. As I walked to the playground at noon, some students **were playing basketball** and others **were just chatting with their friends**. Then I walked into the laboratory building, I saw some students **conducting scientific experiments/ making some model cars**. In the afternoon, I was told that besides compulsory courses, some optional courses would also be offered to us. I felt **wild with joy** because a foreign teacher **will teach us oral English**.

Now it's almost a month since I became a senior high school student. A lot of school activities are held in our school every **semester**. I've **worked as a volunteer in an exchange program**. I'm sure the various activities can **benefit me a lot**. My new school is a new stage in my life where I can improve myself. I love my new school.

*The teacher shows some pictures to give hints to students. While students **describe** the pictures, the teacher writes the sentences on the blackboard and help them recall the use of the basic sentence patterns.*

#### 设计说明:

该活动中学生可以运用元认知策略和认知策略学习。学生通过图片观察,笔记记录思考所填内容以及语言运用。同时根据篇章结构特点,主题表达需要,使用恰当的句子,短语增强文章的逻辑性。

这是开放性的学习活动,鉴于每位学生对图片的理解和表述内容会有差异,设计者给出的答案仅供参考。

**Step 4:** The teacher asks students to deliver a speech to foreign students from the sister school. Guide the students to use as many different sentence patterns as possible.

Some students from the sister school are going to visit your school next week. You will make a brief introduction of your school to the guests. In your speech, you will cover at least three main aspects of your school. The speech shall start with

☆ Welcome to our school. I'm honored to introduce my school to you....

*The teacher highlights the basic components of a sentence and five basic patterns of simple sentences and design a criteria form. The teacher asks the students to check the content and the sentence patterns used in the speech and evaluate the speech according to the criteria form.*

#### Reference

Fluency	Contents		Sentence pattern	
5 <input type="checkbox"/>	1. <b>environment</b>	✓	<b>S+V</b>	✓
4 <input type="checkbox"/>	2. <b>activities</b>	✓	<b>S+V+P</b>	✓
3 <input type="checkbox"/>	3. <b>teachers</b>	✓	<b>S+V+O</b>	✓
2 <input type="checkbox"/>	4. <b>motto</b>	✓	<b>S+V+O+C</b>	✓
1 <input type="checkbox"/>	5. <b>courses</b>	✓	<b>S+V+O+O</b>	✓



**设计说明：**

该活动中学生可以运用认知策略与元认知策略学习。学生通过评价量表对于输出的语言内容与句式进行观察，比较，分类，归纳。完成理解或表达任务后，反思和巩固所使用的有效的理解或表达的策略。

同时，学生可运用情感策略进行学习，在获得的信息与个人的经历之间建立有意义的联系，保持积极的英语学习态度，主动参与语言实践活动。

该活动设计设置交际任务，让学生在语境中合理运用基本句式，同时引导学生借鉴和利用前面的语言材料，并加入有个性的内容，旨在培养学生在更加丰富的语境中通过实践活动进一步巩固基本句式，进行正确的表达。

**Alternative: The teacher asks students to write a diary with the title “A wonderful day with the foreign guests”. The diary should include the students’ experience of working as a volunteer to receive students from the sister school.**

*While students prepare the diary, the teacher guides the students to analyze sentence patterns, enabling them to appreciate the effect of employing a variety of sentence patterns in conveying the idea.*

**Reference**

This was really a wonderful day. I dressed up myself early in the morning because this was the first time for me to work as a volunteer in my new senior high school. I hope I can leave a good impression on the foreign friends as I was told by my teacher that I was just like our school image. At noon, they finally came. I, together with some other students showed them around our campus and we made brief self-introduction and, without any doubt, communicated in English.

Then came the crucial moment. It was my turn to deliver a speech to the foreign friends. At first, I was a little bit nervous. But when I saw a girl called Jenny smiling to me and listening attentively to my speech, I suddenly gained confidence in myself. I talked about our school history, school activities, courses and of course, the lovely teachers and students here. At the end of my speech, I received warm applause.

This was a meaningful day for me. And I really hope I can have the chance to visit our sister school in the near future.

**设计说明：**

该活动是分层设计的内容，适用于英语学习能力较强的学生，教师将任务提升为写日记的形式，并鼓励学生加入复合句的运用，体现能力的提升。

教师引导学有余力的同学根据 step 1-step 3 的活动提示，充分展开合理想象，进行内容的拓展，完成日记的撰写。

学生写日记前可以先梳理简单句基本句式，并对自己要输出的内容依据句式和评价量表进行分类归纳整理，体验句式多样性对于表达意义的积极作用。

鉴于每位学生讲故事的表述内容会有差异，设计者给出的答案仅供参考。

**Worksheet**  
**(Homework)**

**After-class Activities:**

**Activity 1:** Watch a video clip about cross-cultural understanding. Take down the sayings you hear in the conversation and complete the table. Please pay attention to the sentence patterns used in the saying.

**Word bank**

**count** [kaʊnt] v. 重要

**embrace** [ɪmˈbreɪs] vt. 拥抱; 信奉

**buddha** [ˈbʊdə] n. 佛

**inferior** [ɪnˈfɪəriə(r)] adj. 差的; 自卑的; 下级的, 下等的

**counsel** [ˈkaʊnsəl] n. 忠告; 决策

**perseverance** [ˌpɜːsəˈvɪərəns] n. 毅力

**(listening and viewing)**

Sayings	Sentence pattern

**Activity 2:** Discuss in group. Explain the body language that is frequently used in China to a foreign friend.) **(Speaking)**

**Example:**

- What are you trying to tell me when you give me a big thumb-up in China?  
I just want to tell you you've really done a good job. / well-done.
- stamp one's feet
- make a bow with hands folded in front
- shake one's head
- shrug one's shoulders
- touch one's stomach

**Activity 3:** Identify the sentence pattern of the underlined sentences in the passage. You can follow the example. And then, you are encouraged to write your understanding of “barriers to cross-cultural communication” **(Reading)**



### Barriers to cross-cultural communication

This is the third part of my blog series. My blog explores cultural diversity. In this section,

①(S+V+P)

②( )

I will focus on what we need to know so that we can avoid cultural misunderstandings.

③( )

#### Barrier No. 1: Psychological barriers

Going against your natural performances is not easy. I shall tell you the case of a French

④( )

⑤( )

manager who went to the United States. He found out that his typical French style of giving feedback, focused on what was wrong rather than what was working well, was undermining his

⑥( )

team's confidence. He realized the problem, but he found it hard to act the “American” way.

⑦( )

The manager ended up moving back to France.

#### Barrier No. 2: Language barriers

All teams should have a common language. However, when some people speak the language more fluently than others, it makes social distance become bigger between members.

⑧( )

In global teams, when people feel they are less fluent in English, they withdraw from

⑨( )

communication. This means the team is not getting all the input it needs. Moreover, understanding the messages can be a challenge if people speak too fast or use too much slang.

⑩( )

This might have an influence on how people's performance is perceived. In an organization I used to work for, non-native speakers felt their career prospects were not the same as for English native speakers.

Think about the question:

Some people meet with difficulties when communicating with people from other cultures. If you are a messenger of cultural exchange, what two elements of traditional Chinese culture will you recommend to foreigners?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

#### Activity 4: Introducing a **tourist** attraction.

Introduce one of the **tourist** attractions in China to foreign guests, using five basic sentence patterns. You can follow the **example**. Your introduction may include location, history, special features and your impression of the place. **(Grammar)**

**Example:**

**Shanghai Disneyland Park**

1. Shanghai Disneyland Park **has been** reopened since May 11, 2020. (S+V)
2. It is a theme park featuring attractions, entertainment, restaurants, shops and Disney characters. (S+V+P)
3. Tourists of all ages may have a fun experience filled with creativity, adventure and thrills. (S+V+O)
4. It makes tourists return to their fairy world. (S+V+O+C)
5. It provides the tourists with a combination of movie figures and Chinese elements. (S+V+O+O)

1. Location:

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2. History:

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3. Special features

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4. Impression:

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**Activity 5:** What's your understanding of "Don't be pleased by external gains; Don't be saddened by personal losses." ? Write a short story in 60-80 words to support the idiom you have just interpreted. Try to use as many different sentence patterns as possible. **(Writing)**

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Key:

**Activity 1:** (Answers may vary.)

Sayings	Sentence pattern
Every minute counts.	S+V
Seeing is believing	S+V+P
Constant dripping wears away a stone	S+V+O
an apple a day keeps the doctor away.	S+V+O+C
A fool may give a wise man counsel.	S+V+O+O

**Activity 2:** (Answers may vary.)

- What are you trying to tell me when you give me a big thumb-up in China?  
I just want to tell you you've really done a good job. / well-done.
- What do you try to tell me when you stamp your feet?  
I usually mean I am angry when I stamp my feet.
- What do you mean if you make a bow with your hands folded in front?  
It's a kind of traditional way of greeting in China.
- What do you mean when you shake your head?  
I want to show you my disagreement when I shake my head.
- What do you mean when you shrug your shoulders?  
I mean I'm helpless or sometimes maybe I just want to show I have nothing to say.
- What do you want to convey when you touch your stomach?  
I want to make you understand I'm full.

**Activity 3:**

- ①(S+V+P)
- ②(S+V+O )
- ③(S+V+O )
- ④(S+V+P )
- ⑤(S+V+O+O )

- ⑥(S+V )  
 ⑦(S+V+O+C )  
 ⑧(S+V+O+C )  
 ⑨(S+V )  
 ⑩(S+V+P )

1. Confucianism is a 2500-year-old philosophical tradition which originates from ancient China, and now has a fundementao impact on people's way of thinking and ways of behaving in the whole East Asia.
2. China is the birthplace of tea, which has several thousand years' history. The core of Chinese tea ceremony spirit is "harmony".

**Activity 4:** (example)

**Activity 5:** (Answers may vary.)

#### 设计说明:

1. 本单元主题语境是“language and culture”。练习设计通过基于主题语境下的各项任务对课堂学习进行有效延续，巩固和操练简单句基本句型。
2. “视听”练习部分要求学生看懂对话内容中的谚语，警句，进行整理归纳，复习简单句基本句型使用规则。“说”结合主题语境，创设情境，要求学生练习对话，向外国友人介绍六种国内常见的“Body language”，用生活实际巩固基本句型。“读”部分阅读语篇“跨文化交际的障碍”，紧扣主题语境，在语篇中分析基本句型，同时体验传播中国传统文化。“写”部分通过介绍一个国内人文景点以及对于一句谚语的理解，用具体实例，句型来支撑，用生活实际来支撑，增加了语法学习趣味性。

#### Activity 1

本活动关注“听看”，在练习中，学生观看一段发生在留学生 Tom 和本地生 Jane 之间的对话，两人在对话中贯穿了对于中国传统文化中一些习语的理解，这些习语在英语中的翻译版本分别使用了不同的基本句式。

学生在观看的过程中要求可以有意识地进行记录，并根据句式完成表格，进行归类，记考查了学生的听记效果，也让学生在传统习语中体会基本句式的用法，体验中英文的博大精深。

#### Activity 2

本活动关注“说”，结合跨文化交际中“肢体语言”这一重要元素，要求学生进行 pair work。

学生通过对话操练，使用不同的基本句式渗透对于国内常用肢体语言的的理解。并且在语境中对外国友人进行介绍，紧扣本单元“Language and Culture”主题。

#### Activity 3

本活动关注“读写”，学生阅读题为“Barriers to cross-cultural communication”的语篇，进一步了解跨文化交际中可能出现的障碍。在阅读过程中观察，比较各种句式的运用，对于句子基本结构与成分进行分析。

通过“以读促写”，在读后使用不同句式向外国有人列举两种中国传统文化的重要元素。在培养学生语言能力的同时，提升学生文化意识。

#### Activity 4

本活动关注语言使用时，语法知识是“形式一意义一使用”的统一体，学习语法的最终

目的是在语境中有效地运用语法知识。活动任务要求学生使用多种基本句式介绍一个国内的人文景点。

学生可以根据教师提供的四方面来进行表达，运用所学的语法知识，描述真实世界中的景点，简单地表达观点。

#### Activity 5

本活动关注“写”，让学生写对于出自范仲淹《岳阳楼记》中的名句“不以物喜，不以己悲”的理解，并用实例或事实支撑，使用简单句各种基本句式或使用较为复杂的复合句完成“写”的任务。帮助学生经过层层递进，环环相扣的前期练习铺垫，较为熟练地运用所学的语法知识，有效地描述真实世界中的人和物、情景和事件，表达观点、意图和情感态度。

#### Appendix:

##### Video clip (script)

Jane: Good morning, Tom, What a fine day!

Tom: Yes, it is. When do you get up? It is still early now.

Jane: Yeah, as finals are coming up, I always get up before 6 o'clock.

Tom: Seeing is believing. I see many of your classmates get up early these days. Good for you. Every minute counts. (SV)

Jane: That's right, we must 分秒必争. But because of the final exam, I don't have time to prepare for today's class dictation. Oh! Again, embrace Buddha's feet in one's hour of need.

Tom: Whose Buddha?

Jane: Buddha is like God in your country. It means make effort at the last moment.

Tom: Oh, I see. But you always say 熟能生巧, the Buddha's way of learning is unacceptable.

Jane: Yeah, Practice makes perfect. There is no shortcut to learning. But I always think I'm inferior to others.

Tom: Oh, Come on! A fool may give a wise man counsel. (SVOO) Everybody is the same. So, as long as you work hard, you can get good results.

Jane: Frankly, yes. Just as the saying goes, Constant dripping wears away a stone( SVO), 滴水穿石。

Tom: That's right, perseverance leads to success.

Jane: Thank you so much for your precious advice and encouragement, and in return, I want to give you an apple as a gift ha-ha. Wish you a wonderful and happy day.

Tom: Wow, an apple a day keeps the doctor away. (SVOC)