

《高中英语（上外版）》必修第二册 Unit 1 Nature

课时：第 3 课时

课题：Relative clauses1— introduced by *who, whom, that, which and whose*

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一、教学设计与说明

1. 教学目标

本课为本单元的第 3 课时，核心目标为引导学生掌握英语中由 *who, whom, that, which* 和 *whose* 引导的定语从句，指导学生在语篇中识别和理解这类从句，并根据语境恰当使用这类从句。

2. 设计思路

本课通过主阅读的问答，导入语法，引导学生观察、识别和归纳“*who, whom, that, which* 和 *whose* 引导的定语从句”的形式、功能和意义。接着，依托教材 *Moth poo* 的语篇信息，选填恰当的关系代词。之后，基于板块话题，教师创设小明猪岛旅游的情境。旅游前，学生通过选句成篇，阅读小明推荐的猪岛介绍，并通过语篇改写，更加清楚地描述小明获悉的旅游攻略；最后，通过翻译练习，协助小明分享实时游记。通过教材和语境，学生能够识别和理解目标语法，并且能够学会在具体情境中正确使用定语从句。

课后作业为教材练习和描述印象深刻的旅游经历。由于语法板块 *Exercise II* 是单句改写，阐述人与自然的关系，与本课所创设的情境联系不密切，因此本课将该部分内容布置为课后书面作业，帮助学生查漏补缺，巩固知识。此外，语段写作通过联系自身，介绍游记，有助于学生知识的迁移。

3. 重点难点

通过回顾故事，识别和理解 *who, whom, that, which* 和 *whose* 引导的定语从句的形式、功能和意义；在具体情境中正确使用定语从句。

Lesson Plan

By the end of this period, students will be able to:

1. Identify the form, meaning and function of relative clauses introduced by *who, whom, that, which and whose* by reviewing the story;
2. Use relative clauses properly in specific situations.

Procedures:

I. Lead-in: Reviewing the story

*Teacher: Ask the students to answer the questions about the natural garden and elicit the relative clauses.

*Students: Recall the key information and answer the questions.

Purpose: Review what they learnt and elicit the relative clauses.

Guided questions:

1. Who is the story about?
2. Who did people sing the praises of?
3. Who collected the old tree after it was cut down?
4. What did the king offer to anyone with an effective solution?
5. Who did the king turn to help at last? Why?
6. Are they simple sentences?

II. Presentation: Introducing the form, meaning and function of relative clauses

*Teacher: Help students identify and analyze relative clauses in Grammar in Use.

*Students: Identify relative clauses, antecedents and relative pronouns and observe and work out the function of relative pronouns.

Purpose: Identify and understand the target grammar and observe and work out the function of relative pronouns.

Guided questions:

1. Can you find the relative clause in the sentence?
2. What does the clause describe?
3. How are these sentences combined?
4. Can you think of other relative pronouns?
5. Can we omit relative pronouns in some sentences? Why?

III. Practice: Completing the information about moth poo

*Teacher: Ask students to complete the introduction to moth poo.

*Students: Fill in the blanks and drill relative pronouns.

Purpose: Guide students to drill relative pronouns.

Guided questions:

1. In this passage, which relative pronoun can be omitted ?
2. Can we use 'that' in the third sentence?
3. Do you think it was amazing that Moth poo was the key to the balance of garden?
4. Do you know other wonders in nature?

IV. Practice: Completing the introduction to Pig Beach

*Teacher: Ask students to choose the proper relative clauses about the introduction to Pig Beach.

*Students: Pick out the appropriate relative clauses based on tense, meaning and subject-verb agreement.

Purpose: Instruct students to choose proper relative clauses to introduce Pig Beach.

Guided questions:

1. Can we choose A? Can we say anyone that live there?
2. In this sentence, who can answer the question?
3. Why should we use 'planned' here ?

V. Practice: Polishing the travelling tips

*Teacher: Invite students to combine the sentences with proper relative pronouns to polish the tips on traveling.

*Students: Connect the sentences with proper relative pronouns.

Purpose: Guide students to rewrite tips on travelling by connecting sentences with proper relative pronouns.

Guided questions:

1. How are the two sentences combined in the example?
2. What kind of food is it ?
3. Can you find anybody or anything that needs to be described in the last tip?

VI. Comprehensive use: Translating the travel diary

*Teacher: Ask students to describe Xiao Ming's experience by translating the relative clauses.

*Students: Help Xiao Ming translate his travel diary.

Purpose: Describe what Xiao Ming saw, what he did and how he felt by translating the relative clauses.

Guided questions:

1. Do you notice a mistake in the travel diary?
2. What does 'those' in the last sentence refer to?
3. Can we say 'that' after 'those' in the relative clause?

VII. Homework

1. Conclude when to use relative pronouns in the table in your worksheet. Use “√” to indicate your choice.

Relative pronouns	Subject (主语)		Object (宾语)		Attributive (定语)	
	指人	指物	指人	指物	指人	指物
that						
which						
who						
whom						
whose						

2. Review Grammar in Use and finish Exercise II in the textbook on page 9.
3. Write an article about a journey that impressed you most in about 80 words, using at least two relative clauses.