

Teaching plan

课时 3: Grammar

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

课型: Grammar

1. 语法分析

本单元英语语法的内容“*who, whom, that, which* 和 *whose* 引导的定语从句”是义务教育阶段相关学习内容的延伸。教材通过 Reading A 的内容,以“两句并一句”的形式呈现定语从句,并对其形式,意义和功能进行阐释。教材中的练习涉及自然与人类的关系和猪岛旅游,所选材料与单元话题相关。教材中的练习形式涉及改写句子和选句成篇。语法的教学内容与活动设计依托教材,引入“*who, whom, that, which, whose*”作为关系代词引导的定语从句,指导学生在真实的语境下综合运用定语从句。

2. 教学设计思路

本节课的引入环节为提问和回顾 Reading A 中的相关信息,呈现教材 Grammar in Use 板块中的目标语法,引导学生观察并归纳“*who, whom, that, which* 和 *whose* 引导的定语从句”的形式、功能和意义。在操练环节中,借助“*natural garden*”的景色对比图,设计短篇语法填空,引发学生思考如何设计美丽的自然花园。为了进一步指导学生欣赏自然美景,教师带领学生踏上领略四季美景之旅。通过改写句子、选择从句、半句翻译的方式,指导学生运用定语从句,从不同角度描述图片中的春、夏、秋的景物。练习形式多样,难度逐级递升。最后的产出活动为学生运用定语从句,生动描述冬天的景色。通过景物描写的活动,本节课为 Speaking, Writing 和 Reading B 等教学内容积累素材。教材语法板块中的练习,为学生课后作业,可帮助学生查漏补缺,巩固知识。

3. 教学重点及难点

教学重点: 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;

教学难点: 在具体情境中正确使用定语从句。

Teaching Objectives

By the end of the class, the students are expected 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 a situation.

Teaching procedures

I. Presentation

Interactive Task 1: **review the lesson**

*Teacher: help students review Reading A.

*Students: recall the information and answer the questions about the natural garden.

Purpose: present relative clauses in Grammar in Use to students.

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?

Interactive Task 2: learn relative clauses introduced by *who, whom, that, which and whose*

*Teacher: help students analyze relative clauses in Grammar in Use.
 *Students: compare and summarize the form, meaning and function of relative clauses introduced by *who, whom, that, which and whose*.
 Purpose: guide students to learn relative clauses.

Guided questions:

1. Can you find the relative clause in this sentence?
2. What does the clause describe?
3. How are these sentences combined?
4. Can you think of other relative pronouns?
5. Does that /which act as subject or object?
6. What do 'who/whom/that' act as?
7. Can they be omitted?

II. Practice

Interactive Task 3: introduce the changes of the natural garden

*Teacher: introduce the changes of the natural garden in Reading A.
 *Students: know about the changes of the natural garden by filling in the blanks, using relative pronouns.
 Purpose: aid students in talking about the changes of the natural garden by using relative pronouns.

Guided questions:

1. Which relative pronouns can be omitted? Why?
2. Why do we use 'whose color' and 'whose beauty' in the passage?

Interactive Task 4: design the natural garden

*Teacher: invite students to talk about their design of the natural garden by using at least two relative clauses.
 *Students: imagine becoming the king and use at least two relative clauses to briefly design the

natural garden to make it more attractive.

Purpose: encourage students to express their opinions on the design of the natural garden by using relative clauses.

Guided questions:

1. How many relative clauses are used in the design?
2. What are they?
3. Are they correctly used?

Interactive Task 5 : **enjoy the beauty in spring**

*Teacher: guide students to briefly describe the picture and practice relative pronouns.

*Students: briefly describe the picture and connect the sentences with proper relative pronouns.

Purpose: instruct students to describe the beauty in spring by using the proper relative pronouns.

Guided questions:

1. What can be seen in the picture?
2. How can we describe these items in the picture?
3. Can you connect the sentences with proper relative pronouns?
4. Do we use 'which long rays' or 'whose long rays' ?
5. Can you find the colors, shapes or location in this description? What are they?

Interactive Task 6 : **enjoy the beauty in summer**

*Teacher: guide students to briefly describe the picture and practice relative clauses.

*Students: briefly describe the picture and choose the proper relative clauses.

Purpose: help students describe the beauty in summer by choosing the proper relative clauses.

Guided questions:

1. What can be seen in the picture?
2. How can we describe them?
3. Can you find the description about smell?
4. How do you feel after seeing this picture?
5. Can you choose the proper relative clauses?

Interactive Task 7 : **enjoy the beauty in autumn**

*Teacher: guide students to briefly describe the picture and practice relative clauses.

*Students: briefly describe the picture and translate the relative clauses with the key words.

Purpose: guide students to describe the beauty in autumn by translating relative clauses.

Guided questions:

1. What can be seen in the picture?
2. How can we describe them ?
3. What does 'those' refer to in the last sentence?
4. What do you think of autumn?

III. Production

Interactive Task 8 : **enjoy the beauty in winter**

*Teacher: invite students to describe the picture with at least three relative clauses and show their description on the screen.

*Students: describe the picture with at least three relative clauses with the given words.

Purpose: invite students to describe the beauty in winter with at least three relative clauses by themselves.

Guided questions:

1. How can we describe people and things in the picture?
2. Do we have any mistake in the description?
3. How can we correct them?
4. How many relative clauses are there in my version?
5. Could you please read the relative clauses out?

课时学习活动设计

Describe the picture with at least three relative clauses.

Winter

	<p>snow a boy and his parents a snowman three snowballs ... (color , shape, location , feelings...)</p>
--	---

Task requirements

1. Discuss what can be seen and how these items can be described in the picture in a group.
2. Introduce the picture with at least three relative clauses introduced by *who*, *whom*, *that*, *which* and *whose* in five minutes.
3. Invite other students to evaluate the description.
4. Find out and read all the relative clauses in the teacher's version.

Homework

1. Review Grammar in Use and finish Exercise II & III in the textbook on page 9.
2. Fill in the blanks with proper relative pronouns and translate the sentences in supplementary reading about plants.