

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 3 课时 课题：Adverbial Clauses

课型：Grammar in Use 设计者：上海外国语大学附属外国语学校 张琴

教学设计与说明：

1. 文本分析

语法板块作为本单元的第 3 课时，帮助学生发现、掌握并学会使用语法规则，达到举一反三的效果。

2. 教学设计思路：根据认知语言学理论、采用发现、解释、运用的方式设计语法活动。体现“形式-意义-使用”的三维动态语法观，关注语法与语篇、语境与语义的关系，引导学生在真实的语境中运用语法。

在导入环节，首先从对第一第二课时的文本复习入手，通过问答形式，让学生复习 Reading A 的内容，引出本课时的主题：状语从句。接着，引导学生归类、整理出六大类状语从句，配对各类从句要表达的含义；随后进行“头脑风暴”，引导学生对状语从句的关联词进行思考和归纳。

在活动环节中，主线是 Eleanor-I-you。活动 1 通过对段落“My Holiday”的填空，训练学生在阅读中根据上下文，填写出状语从句连接词，也为后面进行的对话和写作活动起到了信息输入和铺垫的作用。活动 2 由学生互相谈论各自的假日，目的有两个：一是在内容上贯穿本堂课的活动主线，实现学生的语言输出；二是在语法上，要求学生在对话中灵活运用各类状语从句。这些活动的意义在于让学生从认识状语从句的形式、理解状语从句的意义、到熟练使用状语从句来描述旅行经历，侧重学生三维动态语法观的培养，引导学生关注语法和语篇，不浮于表面学习语法，而要在真实的语境中学会运用语法。

3. 教学重点与难点

重点：6 大类状语从句（时间、条件、结果、原因、让步、目的）

难点：区分结果和目的状语从句；让步状语从句的连接词

Lesson Plan

Teaching objectives:

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

1. distinguish the six different adverbial clauses based on Eleanor's travel experience in Rome
2. make adverbial clauses with proper conjunctions in another travel experience
3. describe their travel experiences by using different adverbial clauses

Teaching procedures:

I. Warm-up

Teacher: Raise questions on Reading A as a lead-in for the six adverbial clauses.

Students: Answer the questions and do some revision on the previous periods. Meanwhile, try to figure out the sentences do have something in common-they are all adverbial clauses.

Purpose: Revision is fully done through questions and answers. Plus, the six adverbial clauses are presented naturally.

Guided questions:

1. Where did Eleanor go last week?
2. What did she do in Rome?
3. Did Eleanor have a good time there?
4. When did Eleanor see plenty of famous sculptures?
5. How did Eleanor like the Sistine Chapel ceiling?
6. There is a large offering of food for tourists in Rome, but is all of the food in good quality?
7. What can we infer from this?
8. But still, at the end of the passage, Eleanor felt herself very lucky this year? Why was that?

II. Presentation: identify the six adverbial clauses & brainstorm their conjunctions

Teacher: 1. By using “sort and match”, have students identify the six different clauses and their meanings. 2. By brainstorming, have students learn to use proper conjunctions in different clauses.

Students: 1. Get to know the six different types of adverbial clauses and what the adverbial clauses mean. 2. Learn to use proper conjunctions in adverbial clauses.

Purpose: 1. By doing ‘sort and match’, the six types of adverbial clauses and their meanings are presented to the students. Students learn to identify the six clauses. 2. By brainstorming, conjunctions in adverbial clauses are introduced, identified and used.

Guided questions:

1. What kind of adverbial clause is it? Is it an adverbial clause of time or reason?
2. Which conjunction can you think of are suitable in this sentence? What other conjunctions also work in this sentence?

III. Activities(1-2)

Teacher: By doing the activities (blank-filling, dialogue-making), firstly have students review the previous lessons and more importantly, learn to use conjunctions in contexts, identify different clauses in a related passage and use adverbial clauses in daily conversations and communications.

Students: Learn to use conjunctions in contexts, identify different clauses and learn to use adverbial clauses to describe a travel experience.

Purpose: By designing the activities, students learn to use proper conjunctions in contexts and use different adverbial clauses to describe a travel experience.

Guided questions:

1. The passage “My Holiday” is my own travel experience, but there are some conjunctions missing. Can you fill in the blanks?
2. Will you describe one of your travel experiences to your partner? Make a dialogue and make sure you use the six adverbial clauses in your dialogue.

IV. Homework

1. Sentence-combining

Combine the given sentences with given conjunctions.

Example: This tea is so good. I think I'll have another cup. (so..that)

Key: This tea is so good that I'll have another cup.

2. Writing

Write a passage on “My _____ Holiday.” Try to include six different adverbial clauses in your passage. Note that focusing on one or two details may help make a good piece of writing.