

《高中英语（上外版）》必修第一册 Unit 2 Language and Culture

课时：第 3 课时

课题：The confusing way Mexicans tell time

课型：Grammar in Use

设计者：上海市复兴高级中学 孔庆昊

一、教学设计与说明

1. 教学目标

本课为本单元的第 3 课时，核心目标为培养学生识别理解各种主动语态下基本句型。

2. 设计思路

本单元语法教学重点为句子成分和句子结构，教材提供的教学活动主要有：在语篇中识别五种基本句型，以及使用基本句型描绘图片。所提供的语篇文本是一篇介绍法文的短文和一个小故事。由于教材语篇较短，语言较简单，呈现的各类句型数量不多，并且考虑到基本句型的理解须基于动词类别的识别和理解（不及物动词、及物动词、系动词、可加双宾语动词、可加宾补动词等），故教师可补充语言材料。

本课补充语篇来自于美国作家 Bill Bryson 所著 *Mother Tongue* 一书的节选，有改写和删减，解释为何英语学习者觉得英语难学难懂。所选语篇难度中等，在保证各类基本句型都有呈现的基础上增加了诸如非谓语和从句作主宾语的情况。主要教学活动是通过阅读文本，辨识文中不同动词和句式，辅以各类型的练习和教材中的学生活动。

3. 教学重点与难点

识别不同句型和句子成分，以及使用不同句型描述和表达观点。

Lesson Plan

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

1. recognize and understand the basic sentence patterns in active voice: SV, SVO, SVOiOd, SVC, SVOC;
2. describe and express viewpoints with the help of the basic sentence patterns;
3. understand communication failures can be caused by polysemy and cultural differences.

Procedures:

I. Lead-in

*Teacher: Get students to read description of the word “fine” and figure out its

meanings;

*Students: Read the description and figure out the meanings.

Purpose: To prepare students for the topic to be discussed in this period.

Guided questions:

1. Do you think English is difficult to learn? Why or why not?
2. Can you find out how many different meanings are there for the word “fine”?
3. Can you find out all the subjects, verbs and objects in each sentence?

Do you know why English is so difficult? Just take a look at the following example:

I like fine art, fine food, and of course, a fine day.

We can feel fine and fine others.

This kind of arrangement will suit me fine.

She has to pay a \$200 fine.

II. Recognition of sentence patterns

1) SV and SVO

*Teacher: Get students to read a passage and figure out different parts (S V and O) in a sentence.

*Students: Read the hints and figure out the verbs first, then subjects, and objects.

Purpose: To understand how the verbs (vt. and vi.) determine whether a sentence has objects or not.

Guided questions:

1. According to the paragraph, what makes English unique?
2. Can you tell the verbs and subjects in all the sentences underlined?
3. Why are some verbs followed by objects, and others are not?
4. Can you find out all the S V and O in the underlined sentences?

What makes English so unique is the richness of its vocabulary. English is unique in having a synonym for so many words. We can go up, rise, mount, or ascend (上升); we will feel fear, terror, or trepidation (恐怖), and give, offer, or grant something.

Yet, a critic could argue that English is an untidy language, which is full of needless words. And one single word may have a whole variety of meanings. Fine, for instance, has fourteen definitions as an adjective, six as a noun, and two as an adverb. We can talk about fine art, fine gold, a fine day. We can feel fine and can fine others. In the Oxford English Dictionary, it fills two full pages and takes 5000 words of description.

2) SVOiOd

*Teacher: Get students to read another paragraph and introduce the concept of multiple objects.

*Students: Read the sentences and figure out all the objects of a sentence.

Purpose: To understand the structure SVOiOd and several related verbs.

Guided questions

1. What does it mean “to pay somebody money” and “to pay somebody compliments”?
2. Can you guess what is “pay your way”?
3. Can you find out all the objects in the sentences that introduce “pay”?

Another thing that makes English difficult is the collocations. Take pay as an example. We can pay somebody money. And we can pay somebody compliments. We can pay somebody a visit, but we don't give somebody a visit. The strangest expression of pay is to pay your way, which has something to do with money, but still it seems strange.

3) SVC

*Teacher: Introduce students to the concept of linking verbs and SVC structure.

*Students: Figure out linking verbs in a sentence and the complements (predicatives).

Purpose: To understand the structure SVC and recognize linking verbs.

Guided questions

1. Can you fill in these blanks with as many verbs as you can?
 - English _____ more/less complicated to me than Chinese.
 - English _____ a universally used language taught around the world.
2. Can you recognize the linking verbs in the following sentences?
 - Chinese learning grows popular worldwide.
 - The comparison between Chinese and English sounds hard. But it turns interesting.
3. Can you find out all the SVC sentences in the following text?

But the champion of multiple meanings is set. It seems totally simple, but it has 58 uses as a noun, 126 as a verb, and 10 as a participial adjective. Its meanings are so various that it takes the OED 60000 words—the length of a short novel—to discuss them all. No wonder, to know set is to know English, according to some linguists.

Practice 1

Today my friend told me a funny story. One day, an American was meeting a Chinese man. As the visitor saw the host's wife, he said, "Your wife is very beautiful." The host smiled and said, "Where? Where?" This surprised the American very much, but still he answered, "Eyes, hair, nose." **Of course the host found the answer a bit puzzling.** We know that cultural differences in languages caused the confusion. "Where? Where?" in Chinese is a kind of humble expression, but the American understood it as "Which parts of the body?"

Guided questions

1. Would you please read it and tell the patterns of the underlined sentences?
2. What about the sentence in red(bold)?

4) SVOC

*Teacher: Introduce students to the concept of complements.

*Students: Figure out complements in a sentence and its function.

Purpose: To understand the structure SVOC and its function.

Guided questions

1. Can you find out the S V O in the underlined sentences? What are following the objects?
2. Can you tell which are object complements?
3. Can you find out the SVOC sentence in practice 1?

One more thing makes English more confusing: a word may have opposite meanings. To wind up a meeting is to finish it; to wind up a watch is to start it. We consider "trying one's best" agreeable, but trying one's patience is a bad thing. "I could care less" means the same thing as "I couldn't care less".

Non-English speakers may find pronunciation an even bigger headache. If there is one thing certain about English pronunciation, then there is almost nothing certain about it. No other language in the world has more words spelled the same way and yet pronounced differently.

Practice 1

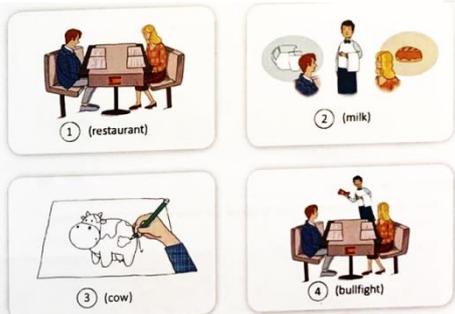
Today my friend told me a funny story. One day, an American was meeting a Chinese man. As the visitor saw the host's wife, he said, "Your wife is very beautiful." The host smiled and said, "Where? Where?" This surprised the American very much, but still he answered, "Eyes, hair, nose." **Of course the host found the answer a bit puzzling.** We know that cultural differences in languages caused the confusion. "Where? Where?" in Chinese is a kind of humble expression, but the American understood it as "Which parts of the body?"

III. Application of sentence patterns

*Teacher: Get students to prepare a story based on given pictures and words/expressions with different sentence patterns.

*Students: Prepare the talk with as many sentence patterns as possible.

Purpose: To apply the sentence patterns to use in real life tasks.



A couple were travelling in Spain. One day they went into a small restaurant for lunch. They did not speak the local language and the waiter did not speak their language ...

IV. Assignments

1. Finish grammar exercise on page 15-16 of the workbook.
2. Figure out all the patterns of the underlined sentences in the worksheet text.
3. How do you tell SVOC and SVOiOd apart, and how do you tell SVO from SVC? Use examples to prove your point.

Worksheet text:

In English, we have at least six ways of expressing negation with prefixes: a-, anti-, in-, il-, im-, ir-, un, and non-. Whether this is a sign of great variety or just untidiness is quite arguable. Foreign English learners must find it desperate to learn that a thing unseen is not invisible, but invisible; something that cannot be reversed is not irreversible, but irreversible; a thing not possible is not nonpossible but impossible.

Furthermore, they must learn not to make the mistake of assuming that because a word contains a negative suffix or prefix it is necessarily a negative word. For instance, in- almost always implies negation, but not with *invaluable*; -less is also negative, but not with *priceless*.

Things are so confusing that even native users leave us two forms that mean the same thing: *flammable* and *inflammable*, *habitable* and *inhabitable*, *ravel* and *unravel*.