

上外版 选择性必修四 第 1 单元 第 3 课时
学案（教师版）

课时学习目标：

1. 能在语篇 A 中识别分析曾经学过的从句；
2. 能在有效沟通话题中恰当使用复合句取代简单句
3. 通过重写练习进一步了解如何做演讲，并初步了解海伦凯勒及她的沟通障碍。

Procedures:

I. Interactive activity 1: Review

*T: Ask students to recall the clauses and their subordinators that they've learned before.

*Ss: Name the clauses and list the subordinators.

Purpose: To help students to have a systematically general review of the clauses.

“Up till now, we have learned all the subordinate clauses. Let's get a quick review.”

Guided questions:

1. How many clauses have you learned? What are they?

Relative clause, adverbial clause, noun clause.

2. Can you list at least three frequently used subordinators for each kind of clause?

Relative clause: that/which/who/when/where/why/prep.+which

Adverbial clause: when/where/because/so that...

Noun clause: what/whether/that/how....

II. Independent activity 2: Identify the clauses in the text

*T: Ask students to locate the complex sentences in the text.

*Ss: Underline the complex sentences in the text.

*T: Ask students to identify what kind of clause the sentence is.

*Ss: Identify the complex sentences.

Purpose: To help students to get familiar with the application of different kinds of complex sentences.

“In the speech Mark Twain addressed, he applied a lot of complex sentences with subordinate clauses. Please skim the speech and identify some complex sentences or clauses.”

Guided questions:

1. What kinds of complex sentences are applied in the text? Can you give an example from the text?

In para. 2, line 17, “My knees were shaking so that I didn’t know whether I could stand up.” “so that...” is one of the adverbial clauses.

... (Answers may vary.)

III. Activity 3: Rewrite I

*T: Ask students to finish task 1 on page 8.

*Ss: Finish the task.

*T: Ask students what the difference between the passage with simple sentences and the one with complex sentences is.

Purpose: To help students learn to replace the simple sentences with the complex sentences and realize the importance of complex sentences.

“Here, on page 8, is a short passage about how to make a public speech. But there are too many simple sentences in it. Can you rewrite the underlined sentences to form a complex sentence?”

Guided questions:

1. Here is a passage about how to give a public speech. Compared with Mark Twain’s speech, it is full of simple sentences. Can you rewrite the underlined sentences? (An example has been given.)

The reason why I’m here is that I’m going to share a few things with you.

Many of you have spoken from personal experiences which make your speeches very informative.

You need to be careful about the expression “There are two sides of a coin” because it is not a very strong way of arguing.

... (Any reasonable answer is acceptable.)

2. After rewriting, please read your version of the passage and the original one. Have you found any difference?

➤ The one with complex sentences is more _____.

professional, logical, concise, fluent
... (Answers may vary.)

IV. Activity 4: Rewrite II (pair work)

*T: Ask students to rewrite the passage on their worksheet, and check their writing with each other.

*Ss: Rewrite the passage on their worksheet and check their work with each other.

Purpose: To help them apply the complex sentences to writing.

Guiding questions:

1. Can you underline the simple sentences in the passage about Helen Keller on your worksheet?
2. Please rewrite this passage with complex sentences.
3. Please share your writing with us. (Show the answers with the projector.)

Helen Keller was an American educator, advocate for the blind and deaf and co-founder of the ACLU. She was stricken by an illness at the age of 2. She was left blind and deaf after that. Her parents had been seeking help for her. Finally, her family hired Annie Sullivan, a young teacher. Helen Keller was seven at that time. Ms. Sullivan applied a special teaching system. The alphabet was “spelled” into her hand. She learned persistence, faith, and love. Thanks to Sullivan’s important emotional and intellectual support, Keller’s development took off. Keller graduated—*cum laude* (以优异的成绩)—from Radcliffe College in 1904. Sullivan was her companion. She died in 1936. Helen Keller wrote *prolifically* (丰富地), traveled widely, lectured on various personal, political, and academic topics, and was awarded numerous honorary degrees from universities around the world. She died in 1968, one of the most famous and widely-admired women of our time.

Reference answer:

Helen Keller was an American educator, advocate for the blind and deaf and co-founder of the ACLU. After she was stricken by an illness at the age of 2, she became left blind and deaf. Her parents had been seeking help for her until they hired Annie Sullivan, a young teacher when she was seven. Ms. Sullivan applied a special teaching system in which the alphabet was

“spelled” into her hand. She learned persistence, faith, and love. Thanks to Sullivan’s important emotional and intellectual support, Keller’s development took off. Keller graduated—cum laude (以优异的成绩)—from Radcliffe College in 1904. Sullivan was her companion until she died in 1936. Helen Keller wrote prolifically (丰富地), traveled widely, lectured on various personal, political, and academic topics, and was awarded numerous honorary degrees from universities around the world. She died in 1968, one of the most famous and widely-admired women of our time.

V. Assignments:

1. Finish exercise 2 on page 9.
2. Polish the speech you’ve written before with the subordinators.

