《高中英语（上外版）》选择性必修第三册 Unit 3 Exploring the Unknown

课时：第 3 课时　　　　**教学内容：**Appositive clauses

课型： Grammar　　　　**设计者：**上海师范大学附属嘉定高级中学　杨黎敏 张如意

一、教学设计与说明

1. 教学目标

本课为本单元的第三课时，核心目标为引导学生在探索未知的主题语境中理解同位语从句的形式、功能与用法，比较同位语从句和定语从句的区别，在表达中正确使用同位语从句。

2. 设计思路

本课为本单元的第三课时，学生已经通过前两个课时的学习对主题内容有所了解。本课时旨在帮助学生在主题语境下理解并运用本单元的语法内容——同位语从句。本课先用英国苏格兰北部的尼斯湖水怪作为导入，让学生在段落中体会同位语以及同位语从句的性质。接着，学生结合图片以及所给词组的提示，将关于尼斯湖水怪的信息组合成完整的同位语从句，再让学生自己从这些例句中观察总结同位语从句的特点，即：先行词通常为抽象名词；从句的结构完整，遵循陈述句语序。之后，学生通过将两句简单句合并为复杂句的练习，进一步感知同位语从句形成的过程，师生共同总结出同位语从句中可使用的若干引导词。接着，再次回到 Reading A 中 Stonehenge 的故事，学生需在由课文改编而来的段落中寻找同位语从句，同时从功能、先行词、句子结构三个方面来比较同位语从句和定语从句，并且明确其区别。最后，学生以角色扮演的形式，运用同位语从句来介绍 Stonehenge，在探索未知的语境中，进一步巩固对同位语从句的理解和运用。

3. 重点难点

理解同位语从句的形式与用法，区分同位语从句和定语从句的特点，恰当运用同位语从句进行表达。

Lesson Plan

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

1. understand the form and the function of appositive clauses in the context of exploring the unknown;

2. identify the differences between appositive clauses and relative clauses through comparison;

3. introduce Stonehenge by using appositive clauses properly.

Procedures:

I. Interactive activity 1: Discussing the functions of the appositive

> *T: Show students one paragraph in which some appositives are deleted and draw their attention to the bold parts. Then show them the missing parts and discuss their function.
>
> *Ss: Observe the missing parts and discuss the basic function of the appositive according to the context.
>
> **Purpose: To help students figure out the fundamental concept of the appositive.**

Guided questions:

1. What do the bold parts refer to?

2. What's the function of the underlined parts?

II. Interactive activity 2: Analyzing the structure of appositive clauses

*T: Ask students to make some appositive clauses according to the pictures and the phrases given. Then guide them to summarize the features of appositive clauses.

*Ss: Make appositive clauses and discuss the features and the sentence structure of appositive clauses.

*T: Ask students to combine the sentences into appositive clauses and find out the introducing words.

*Ss: Combine the sentences into appositive clauses and find out what words can be used to introduce appositive clauses.

Purpose: To help students discover the features of appositive clauses through the examples by themselves.

Guided questions:

1. Could you try to make appositive clauses with the references given?

2. What's the structure of an appositive clause? (What kind of words can be antecedents of appositive clauses? Is an appositive clause a complete sentence or incomplete sentence? What's its word order? What conjunctions can be used to introduce an appositive clause? Do they have meanings? Can they be omitted? How do we choose introducing words?)

III. **Interactive activity 3: Comparing relative clauses and appositive clauses**

*T: Guide students to find out appositive clauses in the paragraph given and later identify the clause underlined by the teacher.

*Ss: Find out appositive clauses in the paragraph and identify the clause underlined by the teacher.

*T: Ask students to compare the two types of clauses.

*Ss: Analyze and summarize the differences between the sentences.

Purpose: To help students distinguish appositive clauses from relative clauses.

Guided question:

1. Is there any appositive clause in this paragraph?

2. What about this sentence? Is it an appositive clause?

3. What's the difference between these two sentences?

4. What's the function of appositive/relative clauses?

5. What kind of words can serve as antecedents of appositive/relative clauses?

6. Is an appositive/relative clause complete or incomplete?

IV. **Interactive activity 4: Role-play**

*T: Have students work in pairs and do a role-play. Invite some students to present the interview to the whole class.

*Ss: Use at least two appositive clauses properly to conduct an interview. Student A acts as a journalist while student B (&C) act as an expert on Stonehenge. Then change roles.

Purpose: To encourage students to put appositive clauses into real communication and review what they learned about Stonehenge.

V. Assignments:

1. Review Grammar Highlights on P40 and finish the exercises on P41.

2. Write a short paragraph with at least three appositive clauses and no less than 100 words to introduce a mysterious site or event you are interested in.