

# 《高中英语（上外版）》选择性必修第四册

## Unit 1 Achieving effective communication

课时：第 3 课时      课型：Grammar      设计者：松江二中 徐纾语

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第三学时，目标在于引导学生对复合句进行复习，培养学生多使用复合句进行书面写作的意识并最终能采用复合句对“沟通”这一话题进行表达。

#### 2. 教学思路

本课为本单元的第三课时，在学生已经熟悉课文材料的基础上，进一步加深学生对于“如何克服舞台恐惧症”的印象，并通过复习课文来分析文中所用的从句形式。在能找出并分析出文中所用从句的基础之上，再引出课本中关于“如何做演讲”的语篇，在理解文章之后根据提示对文章中的简单句进行修改，运用逻辑关系将其改为复合句。接着，学生将进一步运用简单句改复合句的技巧，自行将一篇关于海伦·凯勒的语篇进行修改、打磨，练习使用从句的同时，将语篇内容逐渐过渡到“语言障碍”这一话题，为下一课时 Reading B 做好内容上的铺垫。

#### 3. 重点难点

本课的重难点在于引导学生体会简单句构成的语篇和复合句构成的语篇，并能恰当地运用学过的复合句替代简单句来提升语篇语言的丰富性和流畅性。

### Lesson Plan

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

1. identify different clauses that they've learned before by Reading A;
2. properly apply complex sentences in rewriting a communication-related passage;
3. understand how to make a public speech and learn about the experience of Helen Keller and her communication barrier by finishing rewriting exercise.

### 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.**

Guiding questions:

1. How many clauses have you learned? What are they?
2. Can you list at least three frequently used subordinators for each kind of clause?

✧ Clauses:

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.**

Guiding questions:

What kinds of complex sentences are applied in the text? Can you give examples from the text?

## III. Activity 3: Rewrite sentences.

\*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 in proper cases and realize the importance of complex sentences.**

Guiding questions:

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

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

➤ The one with complex sentences is more \_\_\_\_\_.

#### IV. Activity 4: Rewrite (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 more complex sentences properly used.

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 was 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 passage you’ve written yesterday, replacing simple sentences with complex sentences if necessary.