**选择性必修一Unit5名词性从句教学设计**

**Part1：Analysis of this period**

本课例是语法教学，为了帮助同学们对名词性从句有个系统化的学习，把后面的表语从句，同位语从句等放在一起学习。旨在帮助同学们能对名词性从句有个系统化的学习和理解。在单元主题的引领下，如何把语法教学和单元主题联系在一起，便成了我的重点考虑：如何让学生在了解语法的同时，又能够自主探究，正确运用，从而达到真正实现语法学习的最终目的：能够在语境中有效地运用语法知识。

**Part 2: Analysis of students**

本节课授课对象是高二学生，经过高一的学习，词汇量大增，听说读写也有了一定的语言技能。学生在平时阅读中已经接触过部分名词性从句，但不够具体和系统。本课的目的就是帮助学生具体语境中感知语法规则，并在实践中合理运用。

**Part 3: Learning objectives**

这节课后，学生能够：

能够正确分析从句结构；

掌握名词性从句的功能和语法，包括名词性从句所使用的常见引导词、句子结构特点和使用效果，能够正确使用名词性从句表达意义，提升语法表达的丰富性和复杂度。

**Part 4: Teaching procedures**

Activity 1: 导入

1. What Yuan Longping really cared about was not money or celebrity.

2. Yuan Longping realised that larger fields were not the solution.

3. The solution was that farmers needed to boost yields in the fields they had.

4. The fact that Dr. Yuan dedicated all his life to agriculture touched us.

设计意图：由几个袁隆平院士相关的话题句子展开，引出今天学习的主题---名词性从句。

Activity 2: 介绍名词性从句的关系词。

从属连词: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

连接代词: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

连接副词: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

设计意图：直观地呈现引导词，旨在帮助同学们了解引导名词性从句的引导词。后续会通过分别学习更好掌握。

Activity 3: 观察和分析下面句子。

1) **That** she left him hurt him so much.

2) **Whether** it was possible to develop a hybrid of self-pollinating plants such as rice was a matter of great debate.

3) **What** concerned him most was that farmers often had poor harvests and sometimes even had a serious shortage of food to eat.

4）**Whoeve**r solves the puzzle can receive the award.

5) **When** these wheat farmers will join this pilot experiment remains an unanswered question.

6) **How** this could be done was a challenging question at the time.

用it 作形式主语的常见结构：

①It be + 形容词+that…

②It be + 名词（词组）+that…

③It be + 过去分词+that…

④It +不及物动词（短语）+that…

设计意图：通过呈现书本上的一些句子，一来帮助同学们更好理解课文，二来理解什么是主语从句？同时引导学生思考：为什么每个句子的引导词不同？应该怎么判断和选择？特别需要注意it引导的主语从句。

Activity 4: 观察和分析下面句子。

1. (2018·天津卷)The gold medal will be awarded to **whoever** wins the first place in the bicycle race.

2. (2017·天津卷)She asked me **whether** I had returned the books to the library, and I admitted that I hadn’t.

3. (四川卷)Our teachers always tell us to believe in **what** we do and **who** we are if we want to succeed.

4. (山东卷)We’ve offered her the job, but I don’t know **whether** she’ll accept it.

5. We were surprised that he lost the game.

在句子里担当宾语的从句叫做宾语从句。 宾语从句常位于及物动词、动词短语、介词、表语形容词之后。

2）用it 作形式宾语的常见结构**：**

We have made *that a foreign language is useful weapon in the struggle of life* clear*.*

*=* *We have made it clear that a foreign language is useful weapon in the struggle of life.*

consider、 find、 think、 feel 、make、take等动词常带宾语补足语,这时要用形式宾语 it ,宾语从句放到宾补之后。

设计意图：宾语从句在初中已经学习过，所以本节课略讲。当复习的作用。通过呈现经典例句，学习什么是宾语从句？同时引导学生思考：为什么每个句子的引导词不同？应该怎么判断和选择？特别需要注意it引导的宾语从句。

Activity 5: 观察和分析下面句子。

1. Another theory was ***that*** cholera was caused by an infection from germs in

food or water.

2. The question is **whether** we can finish the experiment by Friday.

3. What John Snow was determined to find out was **why** the cholera outbreak was so severe.

4. The exact places Snow marked on the map were **where** all the dead people had lived.

在句子里担当表语的从句叫做表语从句，表语从句常位于系动词后面。

2） 其他连接词引导的表语从句：

1. It seemed as if all the theories were useful.

2. From space, the earth looks blue. This is because 70 percent of its surface is covered by water.

*3. That was how* they won the match.

*4.This is why* she got up so early this morning.

设计意图：通过呈现书本上的一些句子，一来帮助同学们更好理解课文，二来理解什么是表语从句？同时引导学生思考：为什么每个句子的引导词不同？应该怎么判断和选择？特别需要注意其他引导词as if, as though, because等引导的表语从句。

Activity 6: 观察和分析下面句子。

1. What keeps them from doing so is the fact that chemical farming serves the high demand for food around the world.

2. I have no idea whether he agrees to the plan or not.

3. I made a promise to myself that this year, my first year in high school, would be different.

4. When the news came that the war broke out, he decided to serve in the army.

在句子里担当同位语的从句叫做同位语从句，说明该名词的具体内容。

被修饰词常有:

fact, news, hope, opinion, order, question, problem, belief, truth, theory, decision, discovery, conclusion, promise, rumor, fear, thought, suggestion, plan, idea, information......

Further thinking：同位语从句与定语从句区别：

Group 1:

The fact that the young man had been a prisoner astonished her .

The fact that was unbelievable astonished her.

Group 2:

We were excited about the news (that) he had told us.

We were excited about the news that he had passed the exam.

设计意图：同位语从句是高中生最陌生的句子，通过介绍特点，功能，以及同位语从句和定语从句的区别系统学习同位语从句。

Activity 7: 名词性从句的几点注意事项

一、陈述语序

Whether he will help us tackle the problem is doubtful.

二、主谓一致

① When we shall have our sports meeting has not been decided.

1. What astronauts need in the spaceship is oxygen.
2. What the children in the area starve for are books.
3. When they will start and where they will go have not been decided yet.
4. When and where the meeting will begin has not been decided yet .

三、whether/if在名词性从句中的区别

1. Whether the meeting will be given is a problem.

——当主语从句位于句首时，只用whether

The problem is whether the meeting will be given.

I have no idea whether the meeting will be given.

——引导表从，同位语从句时

It depends on whether she will come.

——介词后只用whether;

 I don’t know whether he is lying or not.

——“whether … or not “

|  |  |  |
| --- | --- | --- |
| 用法 | whether | if |
| 引导不位于句首的主语从句 |  |  |
| 引导位于句首的主语从句 |  |  |
| 引导表语从句、同位语从句 |  |  |
| 作介词的宾语 |  |  |
| 直接与or not 连用 |  |  |

设计意图：除了学习名词性从句的基本内容，还要注意一些特殊事项。

Activity 6: Conclusion and consolidation

设计意图：通过思维导图的整理，帮助同学们更好梳理名词性从句的体系和框架。练习的巩固多是高考真题，让同学们可以看看高考是怎么考，需要掌握什么。

Activity 7: Homework.