

# 揭阳职业技术学院



## 教案

课程： 英语语法二 任课教师： 杨畅

专业： 小学英语教育 班级： 英教（专本协同）252

学期授课计划时数： 36 课时

Topic1	Passive voice
Teaching Objective	<ol style="list-style-type: none"> <li>1. understand the Passive voice verbs of different tense aspect;</li> <li>2. change the active voice with modal verbs or helping verbs passive voice;</li> <li>3. change the active voice with verbal phrase into passive voice;</li> <li>4. understand the Passive voice of the verbs: feel, hear, see, make and so on;</li> <li>5. change the active voice with verbs like understand into 2 kinds of passive voice;</li> <li>6. know the difference of “be done” and “get done”;</li> <li>7. know the active voice having the passive meaning</li> </ol>
Ideological and Political Objective	Cultivate students' critical thinking and analytical abilities so they can understand and apply the situations where the passive voice is appropriate, and make effective language choices.
Teaching Focus	<p>A: to understand the Passive voice of the verbs: feel, hear, make and so on;</p> <p>B: to change the active voice with verbs like understand into 2 kinds of passive voice;</p>
Teaching Difficulty	<p>A: know the difference of “be done” and “get done”;</p> <p>B: know the active voice having the passive meaning</p>
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	<ol style="list-style-type: none"> <li>1) do the exercise in this unit</li> <li>2) do the task given by the teacher</li> </ol>

Teaching Procedure:

Lecture one

Step 1 lead in

1 Ss' report

2 the passive voice: when we don't know the doer of the action, or we do not need to mention the doer, we may use the passive voice. – to have a main idea about the usage of passive voice

Step 2 Tense & Aspects (passive voice)

1 form: -- to gain basic knowledge

The present tense: am/is/are Ved (past participle)

The past tense: was/were Ved (past participle)

The future tense: shall/will/be going to Ved (past participle)

The past future tense: should/ would Ved (past participle)

2 exercise: to help students understand the above

2.1 What did people used to travel? (carriage, car, robot)

2.2 Change students' sentences into passive voice.

2.3 picture(a horse pulls a car), what happened to the car?

Make up some sentences, using your imagination.

Step 3 8.1 Tense & Aspects ii (passive voice) to learn further

1 Besides these 4 kinds, is there any other of passive voice verb?

- The present perfective aspect has/have been Ved (past participle )
- The past perfective aspect had been Ved (past participle )
- The future perfective aspect will have been Ved (past participle )
- The present progressive aspect am/is/are being Ved (past participle )
- The past progressive aspect was/ were being Ved (past participle )

2 e.g. to help explain

I have learnt this before. → This has been learnt before.

I had learnt this before 1999. →

I will have learnt the second book by 2008. →

We are discussing the problem now. →

We were discussing the problem at 8:00.→

3 Qs to understand deeper

Q1: when do we need to use the progressive /perfective aspect?

- When the action that happened in the past affects the present, do we use the progressive aspect or the perfective aspect?
- When to emphasize the continuance of the action, do we use the progressive aspect or the perfective aspect?

Q2: what are the adverbial modifiers of time that require the perfective aspect/

what are the adverbial modifiers of time that require the progressive aspect? Discuss with your partner, then share.

The adverbial modifiers of time (perfective a.): by --

The adverbial modifiers of time(progressive a.): now –

4 a game -- challenge others: divide the students into 2 groups. One group say 5 sentences, the other change them into active voice or the passive voice, or explain them in another way.—to practice and gain interest

e.g

- G1 (出题组): “I saw a movie last night.”
- G2 (回答组) : “ A movie was seen last night.”

Step4 active voice and passive voice

1 Qs to lead in

Q1: How to change this into the passive voice: we must stop the pollution as soon as possible?

Q2: what about : we are going to hold a party next week.

Q3: Do we need to change the modal verb or helping verb into the passive voice, like must into be musted?

2 Exercise to help understand

2.1 corrections:

- The work is finished early next morning.
- The house be should paint green
- English must learnt in meaningful situation.

2.2 Ss give examples.

Step5 more knowledge

1 Q: when judge a person, what will you pay attention to? (Several Ss answer)

2 exercise: fill in the blank – to understand

- All urgent matters \_\_\_\_\_by now. (attend to)
- She was much \_\_\_\_\_ for her kindness (look up to)
- The money has to \_\_\_\_\_ early tomorrow. (hand in)

3 Change the active voice into the passive voice --- to practice

- Alcohol acts on the brain.
- They will account for this matter.
- You shouldn't break in upon our conversation.
- We must put up with the food here.
- The company will have kept an eye on this problem by next Monday.
- The government makes something up for the lost of a child.

Step6 exercise

Step7 Sum up – to help understand by system

- Form:
- Modal/helping verb
- Verbal phrases

## Lecture 2

Step 1 special sentences – to learn more

1 How to change it into passive voice?—to stimulate background knowledge

- I saw the boys play football yesterday.
- The father made the boy study for 3 hours.
- I felt someone touch my shoulder.

2 rule? – to sum up

Step 2 important sentences -- to learn more

1 How to change it into passive voice? —to stimulate background knowledge

- People think he is a good guy.

It is thought that he is a good guy.

He is thought to be a good guy.

- People believe that the bad news was true.
- They report that the chairman is coming.

2 people think he comes/came/is coming/has come/ is working/ was working./will work

Passive voice into active voice.--- to sum up

It is thought that---

He is thought to ----

- 将来 will do(非瞬间动词)改成 be thought to do

3 words to replace “think”: acknowledge—

4 I thought he came/had come.

Passive voice into active voice. --- to sum up

It / he was thought

Step 3 be done & get done ---to distinguish the two

Difference?

加一段时间， 多种时态

The boy have been watched for a long time.

The boy got/gets watched for a long time. ×

Step 4 special sentences – further study

主动结构表被动意义 the active structure with the passive meaning

主语的内在特征， 是动词所表示的动作容易或难以实现。

1 E.g.

This poem reads well.

This cloth washes well.

This metal cuts easily.

2. Distinguish – to help understand

His novels don't sell. & his novels aren't sold.

She doesn't photograph well. & she hasn't been photographed well.

Step 5 productions --- to apply

1 exercise

2 revisions

Topic2	Subjunctive Mood
Teaching Objective	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition; C: use inversion in Subjunctive Mood; D: understand sentence structure on order, suggest or request; E: use sentence structure on wish F: use sentence structure on if
Ideological and Political Objective	Through the study of modal verbs, guide students to pay attention to appropriate expressions when dealing with people and things, learn the art of communication, and apply it better in their future work and life, so as to improve their personal qualities and enhance the effectiveness of communication.
Teaching Focus	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition;
Teaching Difficulty	A understand sentence structure on order, suggest or request; B use sentence structure on if
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

## Teaching Procedure:

### Step 1. Warming up by Greeting

1. Chat about students' ideal house.---to lead in the topic on Subjunctive Mood
2. Q1: We have 3 kinds of mood, what are they?—to review and lead in the topic

In the English language, verbs are used in contexts called *moods*. These verbal moods are:

- indicative – simple statement or question (*Jill picks up the ball.*)
- imperative – a command (*Jill, pick up the ball!*)
- subjunctive – a statement contrary to fact, a wish, a mandative statement (*I request that Jill pick up the ball.*)

### Q2: What is Subjunctive Mood? – to know the definition

Verb is in the subjunctive mood when it expresses a condition which is doubtful or not factual. It is most often found in a clause beginning with the word *if*. It is also found in clauses following a verb that expresses a doubt, a wish, regret, request, demand, or proposal.

### 3. General knowledge – to have a basic idea by comparison

These are verbs typically followed by clauses that take the subjunctive: ask, demand, determine, insist, move, order, pray, prefer, recommend, regret, request, require, suggest, and wish.

The subjunctive mood of the verb *to be* is *be* in the present tense and *were* in the past tense, regardless of what the subject is.

Incorrect: If I was you, I would run.

Correct: If I were you, I would run.

(The verb follows *if* and expresses a non-factual condition.)

Incorrect: I wish he was able to type faster.

Correct: I wish he were able to type faster.

(The second verb is in a clause following a verb expressing a wish. It also suggests a non-factual or doubtful condition.)

Incorrect: His requirement is that everyone is computer literate.

Correct: His requirement is that everyone be computer literate.

(Subordinate clause follows main clause with a demand.)

Incorrect: He recommended that each driver reports his tips.

Correct: He recommended that each driver report his tips.

Sometimes we may use the conditional auxiliary verbs of *could*, *should*, or *would* to express the same sense.

Subjunctive: I wish he were kinder to me.

Conditional: I wish he would be kinder to me.

### 4. Function of subjunctive mood – to gain a basic idea

- To wish, suppose, advice, order, state something isn't true or hardly true.

e.g. I wish it snowed today.

If I were him, I would take your advice.

They suggest that Jim should leave.

- To be polite

e.g. It would be a shame to stop the work halfway.

- To be unreal

e.g. If I were you, I would do it.

## Step 2. Leading in & Presentation

### 1 Counterfactual statements (Learning by examples) – to be easily understood

*If I were you, then I would not do that.*

I am not you, however, so I use the subjunctive to express this hypothetical or counterfactual condition. Especially note that the modern usage *If I was you* is completely incorrect.

*If only she were here, then she would speak up.*

She is not here, however, so the subjunctive expresses that fact appropriately. Again, *If only she was* has drifted into modern usage and should be avoided.

*We should act as if he were watching.*

We doubt that he is watching or know that he is not.

*It is as though she were here.*

We know she is not here, but it seems so.

### 2 Wishful statements (Learning by comparison) – to explain clearly

*She wishes she were not here.*

The modern usage *She wishes she was* is incorrect.

*He wishes he had a hammer.*

Without the subjunctive, this would be constructed in the indicative as *He wishes he has a hammer*, but the indicative is incorrect.

### 3 Conjunctive formulations – to know more

*Do this now, lest you be harried later.*

*Lest* typically takes the subjunctive.

*He keeps the faith, though he faces so many trials.*

Here, *though* takes the subjunctive. This sounds very pretentious.

*Whether it be true, we shall proceed.*

*They like all dogs, be they large or small, short or tall, ...*

## Step 3 More on *Subjunctive Mood* – to learn deeper

### 1. (should) v --- to sum up so that students will understand more clearly

Like the term imperative, the term subjunctive refers to a particular verb form. The subjunctive is somewhat weak in Modern English, but there are speakers who use it routinely. In many cases, the subjunctive is a form learned in school or through reading, so it is educated speakers who use it most.

*I suggest [that he leave].*

*I beg [that he return the money].*

*I demanded [that she give me her files].*

*We asked [that Marsha tell the truth].*

*Beth moved [that the meeting be adjourned].*

*I insist [that you be quiet].*

*I require [that term papers be turned in on time].*

In each of these sentences, the main verb makes some sort of demand, from very mild (*ask/suggest*) to very strong (*demand/insist*). In each case, the direct object of the main verb is a clause (the structure in brackets).

Note that when the subject of the clause is third person, its verb does not take third person {-s} and be is in its infinitive form.

Compare two sentences (alternate meanings are in parentheses):

- We insist that Marsha tells the truth. (We aver or claim emphatically that Marsha tells or does tell the truth.) [indicative mood]
- We insist that Marsha tell the truth. (We demand or require that Marsha must or should tell the truth.) [subjunctive mood]

In this example, there is a very big difference between tell and tells, partly because *insist* has two different meanings. Berk errs when she says that the first example (*insist that Marsha tells*) is a directive – if meant as an indicative statement, then *tells* is correct; if meant as a directive, then *tell* is correct, and Berk advocates using a poorly formed sentence.

2 V. – to point some sentences which is not so familiar to students

There are formulaic subjunctives that are less tied to liturgy, but most still have a religious cast.

*God save the Queen.*

*Heaven forbid.*

*God be with you.*

*God help him.*

*Be that as it may.*

*Long live the King.*

3 Do some translation – to consolidate the knowledge

- 我们的问题是什么时候走。
- 她那样做是不礼貌的。
- 听到那令人吃惊的消息，他惊呆了。
- 等他是没用的。
- 我们从不放弃学习。
- 做完这个，他们就回家了。
- 它看起来似乎很久没睡觉了。
- 政府建议人们深夜不要呆在街上。
- 该是提高我们教育水平的时候了。
- 如果我是你，两天前我就动身了。
- 要不是他的帮助，我根本无法提前完成这个工作。
- 努力学习，以防落后。
- 我宁愿你来。
- 你们有必要参加会议。
- 要是现在下雪就好了。

4 Exercise on the text book. (students do it together) – to practice

5 Students raise questions – to solve the problems students may have

6 The teacher sums up the main points in this unit and introduces some more deeper points on this unit

Homework:

- Write an essay on IF THE WWII HAPPENED
- Sum up the difficult points in this unit, according to your group's opinion
- Preview unit 11

Topic 3	Simple Sentence & Compound Sentence & Complex Sentences
Teaching Objective	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition; C: use inversion in Subjunctive Mood; D: understand sentence structure on order, suggest or request; E: use sentence structure on wish F: use sentence structure on if
Ideological and Political Objective	Emphasize that language is the carrier of culture, and stimulate students' interest in and understanding of English culture.
Teaching Focus	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition;
Teaching Difficulty	A understand sentence structure on order, suggest or request; B use sentence structure on if
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

## Step 1. Warming up by Greeting

- 1 To check homework---to review
- 2 Sentences --- to lead in
- 3 What is Simple sentence? What is Compound Sentence
  - A sentence which contains just one clause is called a simple sentence.
  - A sentence which contains one independent clause and one or more dependent clauses are called a complex sentence. (Dependent clauses are also called subordinate clauses.)
  - There are three basic types of dependent clauses: adjective clauses, adverb clauses, and noun clauses. (Adjective clauses are also called relative clauses.)

## Step II Presentation and Practice

## 1 SIMPLE SENTENCE

- 1.1 A simple sentence is one clause with a subject and verb.

*Computers are important in the modern world.*

*Formula = SV*

However, it can have more than one subject and verb:

- 1.2.1 subjects:

*Computers and other technological devices are important in the modern world.*

*Formula = SSV*

- 1.2.3 Verbs:

*I search for information and play games on my computer.*

*Formula = SVV*

1.3 2 subject and 2 verbs:

*My brother and I search for information and play games on our computers.*

2 COMPOUND SENTENCE

2.1 A compound sentence consists of 2 or 3 clauses. It is when simple sentences are joined together.

In this sentence structure, the clauses are joined with the following coordinating conjunctions:

2.2 Here are some examples of compound sentence structure:

*Computers are important, but they can be dangerous too.*

*Formula = SV but SV*

*Computers are important, but they can be dangerous too, so we must be careful.*

*Formula = SV but SV so SV.*

2.3 Avoid writing too many clauses as the sentence may get difficult to follow, and you cannot use each one more than once in a sentence to join clauses.

This is wrong:

*Computers are used widely in most countries now, and they are a sign of progress, and we must ensure everyone has access to them.*

*Incorrect formula = SV and SV and SV. X*

Two possible corrected versions:

*Computers are used widely in most countries now, and they are a sign of progress. We must ensure everyone has access to them.*

*Formula = SV and SV. SV.*

*Computers are used widely in most countries now, and they are a sign of progress, so we must ensure everyone has access to them.*

*Formula = SV and SV so SV.*

2.4 Using semicolons

There is an instance when you can have a compound sentence structure without a coordinating conjunction, and this is when you join two clauses with a semicolon. It is used when two ideas are related.

For example:

*Computers are used widely in most countries; they are a sign of progress.*

3. Complex Sentences

3.1 Complex sentences are more complicated (which is maybe why they are called 'complex!').

This type of sentence structure is important for IELTS because to get awarded a band 6 or higher for your 'grammatical range and accuracy', you need to demonstrate that you are able to use them. The more varied and the more accurate your complex sentences are, the higher the band score for this.

There are different types of complex sentences and these will be looked at in more detail later, so here you are just provided with the basics.

3.2 Complex sentences are two (or more) clauses joined together, but they are not joined by 'fanboys' (coordinating conjunctions). They are joined by subordinating conjunctions.

These are subordinating conjunctions:

<i>after</i>	<i>even if</i>	<i>unless</i>
<i>although</i>	<i>even though</i>	<i>until</i>
<i>as</i>	<i>if</i>	<i>when</i>
<i>as if</i>	<i>in order to</i>	<i>whenever</i>
<i>as long as</i>	<i>in case</i>	<i>whereas</i>
<i>as much as</i>	<i>once</i>	<i>where</i>
<i>as soon as</i>	<i>since</i>	<i>wherever</i>
<i>as though</i>	<i>so that</i>	<i>while</i>
<i>because</i>	<i>that</i>	
<i>before</i>	<i>though</i>	

For example:

*People take natural health supplements even though they may not have been tested.*

*Our children may not be properly educated if we don't spend more on schools.*

*I went to bed as soon as he left because I was tired.*

These are all adverbial clauses. In these types of complex sentence, the second clause can be used to start the sentence.

In this case, a comma is needed in the middle.

*Even though they may not have been tested, people take natural health supplements.*

*If we don't spend more on schools, our children may not be properly educated.*

*As soon as he left, I went to bed because I was tired.*

Noun clauses and relative clauses are also a type of complex sentence structure, but these will be looked at later.

#### 4. Compound-Complex Sentences

4.1 Compound-complex sentences are the same as complex sentences but they also have a simple (or compound) sentence before or after the 'complex' part.

For example:

*I ate a lot when I got home*, but I was still hungry.

The part that is underlined is the complex sentence. As you can see, it also has a simple sentence connected to it. It can also have a full compound sentence attached to it:

*I ate a lot when I got home*, but I was still hungry, so I went shopping to buy some more food.

These are compound-complex sentences.

Step III More on *Simple sentence and compound sentence* – to learn deeper

Now have a practice in the quiz. Identify what type of sentence each is.

1. I was late for work.

Simple

Compound

Complex

Compound-complex

2. He failed the test because he did not study hard enough.

Simple

Compound

Complex

Compound-Complex

3. Even though pollution is widespread, people are doing little to prevent it.

Simple

Compound

Complex

Compound-Complex

4. Animals should not be killed for their fur, but this is still occurring, so action must be taken.

Simple

Compound

Complex

Compound-Complex

5. I came to study in the UK because I wanted to improve my English, so I talk to as many English people as possible.

Simple

Compound

Complex

Compound-Complex

Homework:

Write different type of sentences

Do the exercise given

Topic4	Noun Clause&Attribute Clause&Adverbial Clause
Teaching Objective	<ul style="list-style-type: none"> <li>● Understand noun clause markers: that; if, whether; Wh-words: how, what, when, where, which, who, whom, whose, why</li> <li>● Know different kinds of Noun Clauses</li> <li>● Use subject clause</li> <li>● Distinguish the Attribute Clause from other clauses.</li> <li>● Know the relative pronoun and relative adverb</li> <li>● Develop students' ability of dealing with problems about the Attribute Clause.</li> <li>● Understand relative pronouns: that how, what, when, where, which, who, whom, whose, why</li> <li>● Know the function of Adverbial Clause in a sentence</li> <li>● Apply Adverbial Clause of Time</li> <li>● Discriminate the usage of WHEN, WHILE and AS</li> <li>● Understand the usage of Adverbial Clause of Place</li> </ul>
Ideological and Political Objective	<ul style="list-style-type: none"> <li>● Cultivate language thinking ability: Through the study of complex sentences, students are prompted to develop the abilities of logical thinking and language expression.</li> <li>● Highlight the cultural connotations of the language: Guide students to understand the cultural connotations behind the language and stimulate their interest in English culture.</li> </ul>
Teaching Focus	<ul style="list-style-type: none"> <li>● Use subject clause</li> <li>● Distinguish the Attribute Clause from other clauses.</li> <li>● Know the relative pronoun and relative adverb</li> <li>● Know the function of Adverbial Clause in a sentence</li> <li>● Apply Adverbial Clause of Time</li> </ul>
Teaching Difficulty	<ul style="list-style-type: none"> <li>● Discriminate the usage of WHEN, WHILE and AS</li> <li>● Distinguish the Attribute Clause from other clauses.</li> </ul>
Teaching Duration	16 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	<p>1) do the exercise in this unit</p> <p>2) do the task given by the teacher</p>

Teaching Procedure:

Noun Clause

Step 1. Lead in: THE DIFFERENCE AMONG SIMPLE SENTENCE, COMPLEX SENTENCE AND DEPENDENT CLAUSE – to gain a basic idea of sentences

1. A sentence which contains just one clause is called a simple sentence.
2. A sentence which contains one independent clause and one or more dependent clauses are called a complex sentence. (Dependent clauses are also called subordinate clauses.)
3. There are three basic types of dependent clauses: adjective clauses, adverb clauses, and noun clauses. (Adjective clauses are also called relative clauses.)

#### Step 2 Presentation and Practice

##### 1. Sentence functions – to lead in the noun clause step by step

1.1 Sentence functions of Noun: S, O, C, and AP. – to help students understand the noun clause more easily

1.2 Noun clauses perform the same functions in sentences that nouns do:

1.2.1 Subject: How the book will sell depends on its author.

1.2.2 Object: In one's own home one can do what one likes.

The club will give whoever wins a prize.

I'm not sure why she refused their invitation.

That depends on where we shall go.

1.2.3 Complement: My question is who will take over president of the Foundation.

She will name him whatever she wants to.

1.2.4 Appositive: I have no idea when he will return.

2. You can combine two independent clauses by changing one to a noun clause and using it in one of the ways listed above. The choice of the noun clause marker (see below) depends on the type of clause you are changing to a noun clause: -- To introduce noun clause makers

To change a statement to a noun clause use that: -- examples to help comprehension

I know + Billy made a mistake =

I know that Billy made a mistake.

To change a yes/no question to a noun clause, use if or whether: -- examples to help comprehension

George wonders + Does Fred know how to cook? =

George wonders if Fred knows how to cook.

To change a wh-question to a noun clause, use the wh-word: -- examples to help comprehension

I don't know + Where is George? =

I don't know where George is.

3. The subordinators in noun clauses are called noun clause markers. Here is a list of the noun clause markers: -- to help students learn them in system

- that
- if, whether
- Wh-words: how, what, when, where, which, who, whom, whose, why

Step 3 Sequence of tenses in sentences containing noun clauses: -- to learn more

1 When the main verb (the verb in the independent clause) is present, the verb in the noun clause is:

future if its action/state is later

- He thinks that the exam next week will be hard.
- He thinks that the exam next week is going to be hard.

2 present if its action/state is at the same time

- He thinks that Mary is taking the exam right now.
- past if its action/state is earlier
- He thinks that George took the exam yesterday.

3 When the main verb (the verb in the independent clause) is past, the verb in the noun clause is: was/were going to or would + BASE if its action/state is later

- He thought that the exam the following week was going to be hard.
- He thought that the exam the following week would be hard.
- past if its action/state is at the same time
- He thought that Mary was taking the exam then.

4 past perfect if its action/state is earlier

- He thought that George had taken the exam the day before.
- If the action/state of the noun clause is still in the future (that is, after the writer has written the sentence), then a future verb can be used even if the main verb is past.
- The astronaut said that people will live on other planets someday.

5 If the action/state of the noun clause continues in the present (that is, at the time the writer is writing the sentence) or if the noun clause expresses a general truth or fact, the simple present tense can be used even if the main verb is past.

- We learned that English is not easy.
- The boys knew that the sun rises in the east.

6. Here are some examples of sentences which contain one noun clause (underlined) and one independent clause: -- to help students understand the points above

- Noun clauses as subjects of verbs:

That George learned how to swim is a miracle.

Whether Fred can get a better job is not certain.

What Mary said confused her parents.

However you learn to spell is OK with me.

- Noun clauses as objects of verbs:

We didn't know that Billy would jump.

We didn't know Billy would jump.

Can you tell me if Fred is here?

I don't know where he is.

George eats whatever is on his plate.

- Noun clauses as subject complements:

The truth is that Billy was not very smart.

The truth is Billy was not very smart.

The question is whether other boys will try the same thing.

The winner will be whoever runs fastest.

- Noun clauses as objects of prepositions:

Billy didn't listen to what Mary said.

He wants to learn about whatever is interesting.

- Noun clauses as adjective complements:

He is happy that he is learning English.

We are all afraid that the final exam will be difficult.

practice and production

1 do the exercise on the textbook—Unit 11; then check and explain

2 do the exercise given by the teacher; then check and explain

1. \_\_\_ is a fact that English is being accepted as an international language.

A. There B. This C. That D. It

2. A computer can only do \_\_\_ you have instructed it to do.

A. how B. after C. what D. when

3. He asked \_\_\_ for a violin.

A. did I pay how much B. I paid how much C. how much did I pay D. how much I paid

4. What the doctors really doubt is my mother will recover from the serious disease soon.

A. when B. how C. whether D. why

5. It is generally considered unwise to give a child \_\_\_ he or she wants.

A. however B. whatever C. whichever D. whenever

6. \_\_\_ leaves the room last ought to turn off the lights.

A. Anyone B. The person C. Whoever D. Who

7. Sarah hopes to become a friend of \_\_\_ shares her interests.

A. anyone B. whomever C. whoever D. no matter who

8. --- I drove to Zhuhai for the air show last week.

--- Is that \_\_\_ you had a few days off?

A. why B. what C. when D. where

9. I still remember \_\_\_ this used to be a quiet village.

A. when B. how C. where D. what

10. I read about it in some book or other, does it matter \_\_\_ it was?

A. where B. what C. how D. which

#### Attribute Clause

##### Step 1 Lead in

Talk about some sentences to lead in relative clauses. – To help students have a basic idea about what is relative clause

- *I have a sister who studies in Beijing University.*
- *I have a sister, who studies in Beijing University.*
- *I will wear no clothes which will distinguish me from others.*
- *I will wear no clothes, which will distinguish me from others.*

##### Step 2 Presentations and Practice

1. Relative clause is a clause that is introduced by a relative word (relative pronoun, relative adverb or relative determiner). It is also called Attribute clause. It may be restrictive or non – restrictive. – To know the definition and its types

2. Let's look at the basic four words that introduce relative clauses. They're called relative pronouns, and they all start with *wh*, with the exception of the pronoun *that*: -- to know 4 basic relative words

SUBJECT: *who* (used for people)

OBJECT: *whom* (used for people)

RESTRICTIVE: *that* (used for things; but, people, too if they are unknown)

NON-RESTRICTIVE: *which* (used for things)

3. There are more relatives, such as *where* used for locations, and *when* used for time, called

relative adverbs, and they won't be discussed here, but if you'd like, we can discuss them later. let's look at relative clauses. I'm going to use 'This is. . .' sentences for the sake of simplicity, but please note that, relative clauses, occur in all types of sentences, and they don't always occur at the end of the sentence. Below, the underlined portions are called relative clauses: -- to know more relative words

This is the man who lives upstairs.

This is the woman whom I owe a great deal to.

This is the DVD that I bought.

This is the book, which I bought.

Relative pronouns modify nouns, and they come directly after the nouns they modify. In our examples above, the relative pronouns 'who', 'whom', 'that', and 'which' come after the nouns: man, woman, DVD, and book. – to explain and sum up

4. By unraveling the relative clause, we can determine the function of the relative pronoun, like this. – to know the usage of relative pronoun

This is the woman whom . . . I owe a great deal to the woman.

This is the DVD that. . . I bought the DVD.

This is the book, which. . . I bought the book.

whom, that, and which replace the words 'the woman', 'the DVD', and 'the book'. They all function as objects:

Object of a preposition: to + the woman

Object of a verb: bought + the DVD, bought + the book

Now, when a relative pronoun functions as an object, it's often omitted from the sentence.

This is the boy I told you about. This is the woman I owe a great deal to. This is the DVD I bought.

\*This is the book, I bought. (*This is explained below*)

5. Now, not all relative pronouns can be omitted. , which, *notice the comma*, cannot be omitted.

Otherwise, we'd end up with a true run-on sentence: -- to distinguish which and that

This is the book, which I bought. \*This is the book, I bought. (run-on sentence)

Here we have a characteristic that differentiates 'which' from 'that'. 'which' is known as the non-restrictive or non-defining pronoun, whereas 'that' is known as the restrictive or defining pronoun.

6. Restrictive attribute clause and Non-restrictive

1) This is the man who lives upstairs. This is the boy whom I told you about. This is the DVD that I bought.

2) This is the book, which I bought.

The difference between restrictive and non-restrictive clauses is best described by the following example:

Restrictive: A suitcase that doesn't have handles is useless.

Non-Restrictive: The blue suitcase, which doesn't have handles, is useless.

explanation: 'that doesn't have handles' is necessary information. If omitted, it renders the sentence semantically odd: A suitcase is useless.

Now, if we omit a non-restrictive clause, the sentence's meaning doesn't change: The blue suitcase is useless.

'which doesn't have handles' is added information; it's a kind of "by the way, did you know this?" tag. It is not restricted. You can omit it.

EX

Write a simple sentence; take the last word, a noun, and use it to make the second sentence, and then replace it with the appropriate relative pronoun or adverb.

- 1) This is the man. 2) The man lives upstairs.
- 2) RC: This is the man who lives upstairs.
- 3) \*This is the man lives upstairs
- 4) \*This is the man lives upstairs.
- 5)

Step 3 Sum up and review

So, in short, what we know about relative clauses is that they are introduced by a relative pronoun, that relative pronouns begin with *wh*, except for *that*, and they have two functions: 1) subject or 2) object. We also know that a relative pronoun is often omitted when it functions as an object, but as a subject it is never omitted. The best way to learn relative clauses is to join two simple sentences.

Step 4 Homework

Combine the two sentences into one

Revision

I

1. It was true \_\_\_ Alice did surprised her mother.  
A. that what B. what that C. that that D. all that
2. Is \_\_\_ you told me really true?  
A. that B. which C. it D. what
3. It happened \_\_\_ I was out that day.  
A. whether B. that C. what D. why
4. Their plan is \_\_\_ all of us go there to help them tomorrow.  
A. what B. which C. that D. when
5. He doesn't know \_\_\_ to say or not.  
A. whether B. if C. which D. what
6. It is not clear \_\_\_ they went there.  
A. how B. why C. whether D. All is correct
7. Can you tell me \_\_\_?  
A. who is that gentleman B. that gentleman is who  
C. who that gentleman is D. whom is that gentleman
8. We all know the truth \_\_\_ the earth goes round the sun.  
A. why B. how C. when D. that
9. What I'm considering now \_\_\_ the money we need.  
A. is B. are C. were D. was

II

- 1: They are teachers and don't realize \_\_\_ to start and run a company.  
A. what takes it B. what they took C. what it takes D. what takes them
- 2: In order to encourage the workers to work hard, the manager decides to award \_\_\_ produces the most in the factory.  
A. who B. whom C. whomever D. whoever
- 3: On stepping into the office, the girl was frightened to find that the whole office was fill with \_\_\_ looked like tiny worms.  
A. that B. something C. what D. anything

- 4: \_\_\_\_\_ Tom was worried about seemed clearly to the whole family.  
A. That      B. Which      C. What      D. How
- 5: The teacher usually graded the students on \_\_\_\_\_ they have done.  
A. that      B. what      C. which      D. how
- 6: We never doubt \_\_\_\_\_ our school team will win the match against No 3 Mid-school.  
A. weather      B. that      C. if      D. what
- 7: \_\_\_\_\_ we can find from the following, the number of students dropping out is going down.  
A. what      B. it      C. as      D. what
- 8: Will you see to \_\_\_\_\_ you brother is OK at home while we are out on work.  
A. this if      B. it that      C. it weather      D. that weather
- 9: To those scientists, it still remains to be a question \_\_\_\_\_ man can go back to the old days with time machine.  
A. if      B. that      C. how      D. weather
- 10: When woken up, he found he was standing on \_\_\_\_\_ seemed to be a small piece of rock.  
A. that      B. what      C. which      D. it

Adverbial clause.

Teaching Procedure:

Step 1. Warming up by Greeting

- Ask when students are scared/ afraid
- Talk about the situation when one may feel scared/ afraid
- List examples to lead in the topic -- adverbial clause,

Step . Leading in

1 What clauses are the above?

Answer: Adverbial clause.

2 An adverbial clause is a clause that functions as an adverb. In other words, it contains subject (explicit or implied) and predicate, and it modifies a verb.

E.G. – (which contains the adverbial clause)

- Mary was doing housework at 8:00.  
Mary was doing housework while John was watching TV.
- You can see flowers here.  
You can see flowers wherever you go.

3 Types of adverbial clause

The clauses above are adverbial clause of time and adverbial clause of place. Besides these two types, what other adverbial clauses do you know?

Adverbial clause of reason, adverbial clause of condition, adverbial clause of concession, adverbial clause of manner, adverbial clause of comparison, adverbial clause of purpose, adverbial clause of result.

Step 3. Presentation and practice

1. Adverbial clause of time

1.1 Conjunctions

Q: What conjunctions do you know on this clause?

A: when, while, as, as soon as, after, before, till (= until),

as soon as [= once, directly, immediately, the moment(that), the minute (that), the instant (that), instantly]

### 1.2 examples

Q: what do they mean in Chinese?

- 1) When he comes tomorrow, I will call you.
- 2) While he was watching TV, his wife was doing housework.
- 3) He sang as he worked. (=when/while)
- 4) As soon as he comes tomorrow, I will call you.
- 5) The moment he comes tomorrow, I will call you.
- 6) I have known him since he was a boy.

\* when: using the present tense to mean the future sense.

### 1.3 Further usage

Let's see more examples. Find out the adverbial clause. Pay attention to the verb form.

- Every time I catch a cold, I have pain in my back. (whenever, each time)
- They worked till it was dark. (till F; until fronted)
- He had finished his work before he left home.
- By the time he arrived, the train had left.
- the Past Perfect Aspect: the past of the past

### 1.4 Practice

#### 1.4.1 Translation

- 当他进来的时候，我们正在聊天。
- 我在哭他在笑。
- 当我们正在聊天，她进来了。
- When he came in, we were chatting.
- I was crying while he was laughing.
- He came in when/ while we were chatting.

Why? Match the rules

When 瞬间动词 instantaneous verbs ; 持续性动词 continuous verb

While continuous v; contrast

#### Step 4 Revision

1 Read through the textbook quickly and review what we learn today.

2 What is the function of adverbial clause?

3 Look at the example: I was surprised when I got a note, which said – wherever you go , Bob will go with you, which frightened me because Bob had died.

These are adverbial clause of time / place / reason.

4.1 Besides when, what conjunctions can be used in adverbial clause of time?

4.2 Besides wherever, what conjunctions can be used in adverbial clause of place.

4.3 Besides because, what conjunctions can be used in adverbial clause of reason.

Homework:

1. Do the exercise in textbook
2. Do the exercise given

Topic5	Inverted Sentences & Elliptical Sentences
Teaching Objective	<ul style="list-style-type: none"> <li>● Understand the definitions, types, and grammatical rules of inverted sentences (e.g., in subjunctive mood) and elliptical sentences.</li> <li>● Identify common scenarios for inversion (e.g., conditional clauses without if, adverbial fronting) and ellipsis (e.g., omission in parallel structures).</li> <li>● Convert standard sentences into inverted structures and vice versa.</li> <li>● Use ellipsis appropriately to enhance sentence conciseness in writing.</li> </ul>
Ideological and Political Objective	<ul style="list-style-type: none"> <li>● Appreciate the flexibility and efficiency of English syntax, fostering cross-cultural linguistic awareness.</li> <li>● Highlight the cultural connotations of the language: Guide students to understand the cultural connotations behind the language and stimulate their interest in English culture.</li> </ul>
Teaching Focus	<ul style="list-style-type: none"> <li>● Inversion in subjunctive mood (e.g., Had I known... replacing If I had known...).</li> <li>● Ellipsis in compound sentences (e.g., omitting repeated verbs or subjects).</li> </ul>
Teaching Difficulty	<ul style="list-style-type: none"> <li>● Mastering subject-verb inversion rules in complex contexts.</li> <li>● Correctly identifying omitted elements in elliptical sentences.</li> </ul>
Teaching Duration	8 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

Teaching Procedure

Step 1: Introduction to Inverted Sentences

Warm-up & Review:

Recap subjunctive mood:

Display: If I were rich, I would travel the world. → Inverted form: Were I rich, I would travel the world.

Rule Explanation:

Inversion occurs when if is omitted in unreal conditionals, requiring were, had, or should to precede the subject.

Other inversion triggers: Negative adverbs (Never, Seldom) or place adverbs (Here, There) at the sentence start.

Practice & Application:

Task 1: Rewrite standard sentences using inversion.

If she had studied, she would have passed. → Had she studied, she would have passed.

I will never forget this moment. → Never will I forget this moment.

Task 2: Identify inverted structures in given texts (e.g., literature excerpts).

Step 2: Understanding Elliptical Sentences

Concept Explanation:

Definition: Omitting redundant words (e.g., verbs, subjects) to avoid repetition while retaining clarity.

Common Types:

Parallel Structure Ellipsis:

John likes coffee, and Mary (likes) tea.

Comparative Clause Ellipsis:

She works harder than he (does).

Contextual Analysis:

Task 1: Complete elliptical sentences by adding omitted elements.

Tom can play the guitar, and Lucy (can play) the piano.

I will attend the meeting if you (will attend).

Task 2: Simplify sentences using ellipsis (e.g., combine two clauses).

Step 3: Integrated Practice & Consolidation

Sentence Classification:

Identify the type of each sentence (Simple/Compound/Complex/Inverted/Elliptical):

Not only does he write novels, but he also directs films. (Inverted)

She enjoys hiking; he, cycling. (Elliptical)

Had they arrived earlier, they would have seen the show. (Inverted)

Writing Tasks:

Rewrite subjunctive sentences using inversion:

If it were possible, we would solve the problem. → Were it possible, we would solve the problem.

Use ellipsis to combine sentences:

Anna can speak French. Pierre can speak French too. → Anna can speak French, and Pierre can too.

Homework Assignment

Exercise: Complete 10 inversion and ellipsis transformation exercises.

Creative Writing: Draft a short essay (150 words) on "The Impact of Technology," incorporating:

At least 2 inverted sentences (e.g., subjunctive or adverb-triggered inversion).

At least 2 elliptical sentences (e.g., parallel structure or comparative ellipsis).