

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Part Three The Sentence: Simple, Compound, Complex, and Compound-Complex Sentences		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. To help students grasp the basic structure of Sentences 2. To help students learn how to make some effective sentences 	
	教 学 重 点 和 难 点	<p>Key Points:</p> <ol style="list-style-type: none"> 1. The basic structure of sentences <p>Difficult Points:</p> <ol style="list-style-type: none"> 1. Compound Sentences 2. Complex Sentences 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Review what has been discussed. 2. Finish the exercises in the textbook. 		

教学内容与组织安排

Part Three The Sentence: Simple, Compound, Complex, and Compound-Complex Sentences

Teaching Focus: Requirements and thoughts on writing

Time Allotment: Lead-in	5 minutes
Simple Sentences	20 minutes
Compound Sentences	10 minutes
Complex Sentences	43 minutes
Compound-Complex Sentences	10 minutes
Assignments	2 minutes

Teaching Procedures:

I. Lead-in (5 min)

1. Introduce several main categories for subjects (after reading p.41)
 - a. Noun and noun phrases e.g. Facts speak louder than words.
 - b. Pronoun and pronoun phrases e.g. Everyone in our class has a dictionary
 - c. Numeral and its phrases e.g. The first of October is our National Day.
 - d. Infinitives and its phrases e.g. How to do it well needs careful consideration
 - e. -ing and its phrases e.g. Much thinking yields wisdom.
 - f. compound structure e.g. She and her sister both being sick makes hard work for the rest of the family.
Both being sick, she and her sister makes...

Notes: students must ensure the finite sentence structure: S+P. The information focus lies one the two parts of it: S—the very topic or target one wants to describe; P—the very description. If there are several S+P structures in one period, the finite one or ones convey the very information focus.

2. About semicolon

- a. The semicolon is used between two coordinate clauses not linked by a conjunction such as and, but, or, so.... Conjunctive adverbs like thus, however, therefore, etc, should not be used as conjunctions to link two coordinate clauses. They should be preceded by a semicolon, not a comma..
e.g. I realize I need exercise; however, I'll lie down first to think about it.
- b. The semicolon is used with conjunctions when the clauses have internal punctuation.
e.g. The employees were Tom Hanks, the manager; Jim White, the engineer; and Dr. Jack Lee.
- c. the difference between the following three:

S+P. S+P. (**two information focuses, two different targets to describe almost without obvious relation in between.**)

S+P; S+P. (**two information focuses, two different targets to describe somehow with a certain relation in between but not explicitly expressed.**)

S+P, coordinate conjunction S+P. (**two information focuses, two different targets to describe with obvious relation in between expressed explicitly by the conjunction.**)

II. Simple Sentence (20 min)

1. S+V

e.g. People's standards of living are going steadily.

2. S+V+C (appear, become, look, seem, get, feel, grow, turn remain, hold, , smell, sound, taste)

e.g. The weather is getting quite warm.

e.g. The plan sounds perfect.

e.g. He remained poor all his life.

3. S+V+O

e.g. We exchanged our opinions about the event at the meeting.

e.g. Advertisements provide the most direct, comprehensive and detailed information.

4. S+V+O+inO

e.g. The president awarded her the first prize.

5. S+V+O+C

e.g. They appointed Mr. Smith the manager of the department.

e.g. People often find legal systems extremely complicated.

6. There be (be, exist, happen, appear, live, rise, occur, stand)

e.g. There must have been some misunderstanding between them.

e.g. There exist different opinions on this question.

e.g. There seems to be no more trouble.

7. It is + an emphasized part + that ...

e.g. It was Mary who/that met an old beggar in the street yesterday.

It was an old beggar whom/that Mary met in the street yesterday.

It was yesterday that Mary met an old beggar in the street.

It was in the street that Mary met an old beggar yesterday.

III. Compound Sentence (10 min)

1. a simple sentence+a comma+a conjunction(and, but, or, nor, then, yet, etc)+a simple sentence

e.g. The factory was set up only a few years ago, yet its products have found their way into the international market.

e.g. Modest helps one to go forward, whereas conceit makes one lag behind.

2. a simple sentence +a semicolon+a simple sentence

He is a professor of art; in addition, he is a radio commentator.

3. either...or; not only...but also

Either you must improve your work or I shall dismiss you.

IV. Complex Sentence (43 min)

If it rains, I won't go. (key words: one main clause, and one or more dependent clauses)

(I believe) (you can do it/ if you will)

(Main) (dependent)

Main /dependent

Notes: **the information focus only lies in the main clause, or rather the finite sentence; the dependent clause conveys the less important information.**

1. Subject Clause (that, whether, who, what, whatever etc.)

e.g. Whether we will attend the meeting tomorrow remains unknown

e.g. It is unknown whether we will attend the meeting tomorrow.

e.g. It is true that he has made a very important discovery in chemistry.

e.g. It is suggested that the work should be done with great care.

2. Object Clause:

e.g. I heard that he joined the army.

e.g. She did not know what had happened.

e.g. I wonder whether you can give me a hand.

3. Predicative Clause

e.g. The question is whether we can make good preparation in such a short time.

e.g. Raw material is what we are badly in need of.

4. Appositive Clause

e.g. The king's decision that the prisoner would be set free surprised all the people.

5. Attributive Clauses (who, whom, whose, that, which, when, where, why)

e.g. A prosperity which / that had never been seen before appears in the countryside.

e.g. They rushed over to help the man whose car had broken down..

The differences between attributive clause and appositive clause

e.g. The news that he told me is that Tom would go abroad next year.

e.g. The news that Tom would go abroad is told by him.

6. Adverbial Clause

Adverbial clause of place: where, wherever

e.g. wherever I am, I will always thinking of you.

Adverbial clause of manner: as, as...so..., as if, as though

e.g. When in Rome, do as the Roman do.

Adverbial clause of cause: because, since, as, for

e.g. Since /As the weather is so bad, we have to delay our journey.

Adverbial clause of purpose: so that, in order that, for fear that, in case

e.g. He wrote the name down for fear that(lest) he should forget it.

Adverbial clause of result: so... that, such...that

e.g. The boy is so young that he can't go to school. /

e.g. He is such a young boy that he can't go to school

Adverbial clause of condition: if, unless, as long as, on condition that

e.g. If you are not too tired, let's go out for a walk..

Adverbial clause of concession: although, even though, no matter

e.g. Although it's raining, they are still working in the field.

Adverbial clause of time: when, while, as, after, before, as

e.g. I called him immediately/directly/instantly/as soon as I received his letter.

e.g. By the time you get the letter, I'll be in New York.

Adverbial clause of comparison: as, than, the more...the more

e.g. They meet less often than they used to this year.

V. Compound-Complex: combination of a compound and a complex sentence) (10 min)

e.g. This is the task that confronts every communist, every young person (who regards himself a communist) and (who clearly understands that by joining the Young Communist League he has shouldered the task of helping the Party build communism) .

VI. Assignment (2 min)

1. Review what we have discussed today.
2. Make sentences.