**Unit 16 stories**

**Lesson 3 life stories-Helen Keller**

**Review and summarize the knowledge points**

**Senior High: Sun Lin**

**一、The analysis of the students’ ability**

The students in class 1 are science students. They are bright but are not so diligent. Although todays’ contents have been learnt already, they haven’t learnt how to use them correctly. So today, lead the whole class to review them again.

**二、Teaching aims:**

**1). Moral aim:**

The text is about Helen Keller, remind students that we should learn from her and be brave and strong-minded to face every difficulty.

**2)** .**Ability aim:**

We teachers are all facing the same questions—why we explain the points so many times, but our students still can’t remember them and use them. I think the main reason is that they lack self-consciousness. As we cultivate their good study habits, we should show them the knowledge patiently.

**3). Knowledge aim:**

1.to learn 5 sentences structures:

2.to help the students have a good grasp of the knowledge points of these sentences.

3. to put the knowledge points into more practice

**三、Teaching important and difficult points:**

1. Our students should summarize the sentence structures from the given examples by themselves,

2. Though so many sentence patterns are given to the students at the same time, we have learnt the most of them. It’s time to check if they still know them.

3.Encourage the students to do the exercises using the knowledge.

**四、Teaching methods:**

Task-based learning and practicing

**五、Teaching aids:**

Multi-media and exercise book

**六、Teaching procedures:**

**Step1: leading in**

Firstly, I’ll lead the students to the teaching content directly. tell them we’ll summarize several sentences in the lesson 3 together. In addition, tell them in advance that we have learnt most of the points and encourage them to get prepared.

**Step 2: analyzing:**

1. With these severe restrictions on her communication, Helen's behavior was often unbearable.

**with + n./ pron.+ ving.**

 **Ved.**

 **adj.**

 **prep.**

 **to do**

e.g. With her parents out, she had to stay at home alone.

Tip: the composite structure of with focus on the complement, especially the difference between “doing” and “done”.

2. she had had eyesight problems early in life as well……

**The past perfect tense: had done**

**a. plan, think, suppose, want, intend 等用于过去完成时，表示原先本计划或打算。**

**b. 条件状从或wish, would rather, as if, if only 等虚拟语气中。**

**c. hardly /scarcely ……when…**

**No sooner……than**

Tip: Make the students grasp the functions of this structure: it can be used as adverbial and attribute.

3. now that Helen understood the key to language, she was very eager to learn more and …

Suppose/supposing that …

Provided/providing that…

Considering that…

Tip: we have met the point of “suppose /supposing that”, we should be aware that it is “suppose” not “supposed”.
4. It was the first time that Helen had understood such a complex word

**a. it is the first time that … (have done)**

 **it was the first time that (had done)**

**b. it is (high/about) time that (did/should do)**

**c. it will be / is + 段时间+ before……**

 **it will not be ( isn’t) + 段时间+ before……**

**Ask our students to use the structures to give themselves an encouragement.**

**要不了多久我们就要进入高三了。这是我第一次有如此强烈的努力学习的渴望。我必须每天提醒自己：到了该勇往直前，实现梦想的时候了!**

It won’t be long before we get into senior 3. It’s the first time that I have had the strong desire to study hard. We must remind ourselves: it’s high time we should go ahead bravely and achieve our goals!

Tip: each sentence has its own typical points, especially the tense used in them.

5. she was making necklaces with the help of miss Sullivan when she noticed that she had made some mistakes

**be doing ………when………**

**be about to do ………when………**

**be on the point of doing……when……**

**had done ………when………**

**六、homework :**

1、Dear students, we have reviewed 5 important structures, please get familiar with them and learn to use them.

2、Preview the lesson 2.