***Attributive clause***

***一、Teaching goals*（教学目标）**

1. To make students identify attributive clauses in rational cloze accurately.
2. To cultivate the ability to analyze sentence structures.
3. Use skills to correctly judge whether to use relative pronoun or relative adverb and then solve problems.

**二*、Teaching steps***

***Step1 Leading-in***

Instructor’s short introduction to this lesson.

我看了那叫粉红小猪的卡通片。

I watched a cartoon.

The cartoon is Peppa Pig.

I watched a cartoon which is Peppa Pig.

***Step2 Reviewing***

1. 定义

2. 先行词&关系词(连接词，指代先行词，从句充当成分)

3. 关系代词:

 1) 作主语/宾语

 作定语(表从属关系)

 2) 代指物时:!只能用that的情况

 !只能用which的情况

1. 关系副词

***Step3 Summary***

做题思路：

1.照妖镜：确定是人是物，确定应对方式（选择关系词）

2.扫描仪：分析定语从句成分：

 若缺主语/宾语，人用who/whom/that/省略；

 若主谓/主谓宾完整，看关系词前后名词是否有所属关系，“属于”则用whose；

 若以上两点皆不对，则考虑缺状语，先行词是啥就填啥。

1. 显微镜：鹰眼留意关键词，重视which&that的区别，还有介词+which、介词+whom的使用

***Step4 Practice***

It is said \_\_\_\_ the incidence (发生率) of heart disease is lower in countries \_\_\_\_\_ people eat more fish. That's the finding of a recent study in \_\_\_\_\_\_\_ deaths from heart disease were 50% lower among people \_\_\_\_ ate at least an ounce(盎司) of salt water fish every day, compared to those \_\_\_\_ never ate fish. There are fewer heart disease deaths, for example, among the Japanese, \_\_\_\_\_\_ daily fish consumption averages 3 ounces.

 The research, \_\_\_\_\_ is carried out by the Dutchmen, is one of three human studies \_\_\_\_\_ try to find scientific evidence to prove \_\_\_ eating fish is beneficial to our health, particularly to the heart.

 For 20 years, the study has followed 852 middle-aged men, 20% of \_\_\_\_\_ ate no fish.  During the next two decades, 78 of the men died from heart disease. The fewest deaths were among the group \_\_\_\_\_\_regularly ate fish.

 The study has also found \_\_\_\_ children \_\_\_\_\_ eat fish at least once a week sleep better and score higher. \_\_\_\_ is known to all, childhood is a period \_\_\_\_\_ kids need much nutrition. That' s the reason \_\_\_\_\_ fish should become a regular part of their diet.

***Step5 Common mistakes***

**1.只用that不用which的情况**

(1) 先行词是few, little, nothing, everything, anything， all, 等不定代词时。例如：All that he said is true.

(2) 先行词被the only the very等词修饰时。例如：He is the only foreigner that has been to that place.

(3) 先行词是序数词或被序数词修饰的词。例如：He was the second (person) that told me the secret.

(4) 先行词是形容词最高级或被形容词最高级修饰的词。如：This is the best book (that) I have read this year.

(5) 先行词既包括人又包括物时。例如： He talked about the people and the things he remembered.

**2.只用which不用that的情况**

(1) 在非限制性定语从中。

(2) 定语从句由介词+关系代词引导，先行词是物时。

**3.介词＋which/whom**

“介词＋关系代词”既可引导限制性定语从句，也可引导非限制性定语从句。先行词指物时，关系代词用which；先行词指人时，关系代词用whom。当介词放在关系代词之前时，关系代词不能省略。

**4.主谓一致问题**

这是指关系代词在定语从句中作主语时，定语从句中谓语动词的单复数形式与先行词一致的问题。主要取决于先行词，先行词是单数时，从句的谓语动词用单数：先行词是复数时，从句的谓语动词用复数。

**5.as引导的定语从句**

 The same as such as

As引导非限制定语从句，位置灵活，句首中尾都可，有正如.. 像..之意,可将常考的当作固定搭配来记。

***Step7 Homework***