



● 新课标·高中同步·鼎尖学案（个性化学案）

新课标

# 鼎尖教案

教材教案、  
教辅教案、  
习题教案


英语

选修  
7

人教版

● 新课标·高中同步·鼎尖教案（通用型教案）

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# 体例表解

| 主要栏目名称         |        | 栏目设计功能   | 栏目使用建议  |                                   |          |
|----------------|--------|----------|---|-----------------------------------|----------|
| 第一教案<br>(教材教案) | 单元整体教案 | 教材分析     | 整体分析本单元内容,对本单元内容形成系统的认识,引导教师有侧重地进行教学                      | 明确教材结构及教学方法                       |          |
|                |        | 单元目标     |   |                                   |          |
|                |        | 教学设想     |   |                                   |          |
|                |        | 课文翻译     |   |                                   |          |
|                |        | 备课资料     |   |                                   |          |
|                | 单元课时教案 | 教学目标     | 按照“单元整体教案”中“教学设想”的分析,把整个单元分为不同课时进行教授,实现教学目标               | 在课时讲解中,提供一套较为详尽的教学案例              |          |
|                |        | 教学重点     |   |                                   |          |
|                |        | 教学难点     |   |                                   |          |
|                |        | 教学流程     |   |                                   |          |
|                |        | 板书设计     |   |                                   |          |
| 教学反思           |        |          |   |                                   |          |
| 第二教案<br>(教辅教案) | 课时详解   | 课堂导入     | 分课时,每个知识点按“导学”→“拓展”→“例示”的解析模式,对单词、短语、句型等进行层层解析            | 学生在课堂上结合使用,并配合教师的讲解完成“例示”,训练所学知识点 | 单元综合能力训练 |
|                |        | 探究新知     |   |                                   |          |
|                |        | 随堂练习     |   |                                   |          |
|                |        | 语法精讲     |   |                                   |          |
|                |        | 语法精练     |   |                                   |          |
|                | 教材精析精练 | 单元话题点击   | 以模块为单位,分“词汇解读”“难句分析”对知识点解析,然后进行“实战”训练。选取高考真题,并就解题技巧进行知识呈现 | 配合学生的复习和自查,可以自主完成“实战”训练和课后基础练习等   |          |
|                |        | 重点难点突破   |   |                                   |          |
|                |        | 综合技巧点拨   |   |                                   |          |
|                |        | 高考题型探究   |   |                                   |          |
|                |        | 课后基础练习   |   |                                   |          |
| 第三教案<br>(习题教案) | 同步练习   | 课前 10 分钟 | 分课时训练上课所学知识以及本课重难点  | 教师组织学生课堂上完成部分内容                   | 单元终结测试   |
|                |        | 课堂 15 分钟 |   |                                   |          |
|                | 练测 1+1 | 基础知识训练   | 基础部分训练词汇、短语、语法、句型;其他两部分侧重训练阅读和写作                          | 学生课后可自主完成,或者教师选择典型题目配合教学进行讲解      |          |
|                |        | 阅读能力训练   |   |                                   |          |
|                |        | 写作能力训练   |   |                                   |          |
|                | 特别说明   |          | 以上只是简单介绍大体栏目轮廓,详情请参见内文                                    |                                   |          |

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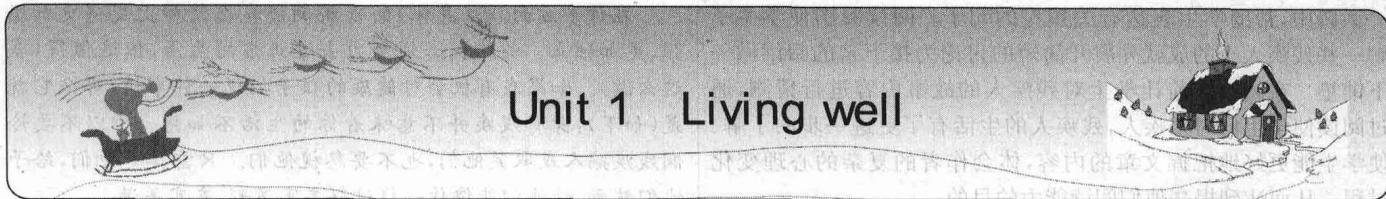
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# Unit 1 Living well

## 第一教案 教材教案

### 单元整体教案

#### 教材分析

本单元以“残疾”“残疾人的生活”展开话题,旨在通过单元教学使学生了解“残疾”,理解残疾人,提高主动关心、帮助弱势群体的意识,同时激发学生自尊、自立、自强的精神,能以乐观的态度、顽强的毅力面对人生。学会有关介绍、祝贺和祝愿的用语。深入理解和进一步运用动词不定式。能写正式信件。

Warming Up 部分先引导学生谈论对“残疾”这一话题的看法,再看图阅读。让学生了解一些残疾人土所取得的成就,并组织简短的讨论。

Pre-reading 部分介绍 Family Village 网站。并让学生根据下文中的标题和图片对其内容展开讨论。

Reading 部分由身患一种至今无法认识的肌肉疾病的残疾人马蒂·菲尔丁在网页上叙述了自己的故事。尽管身心备受摧残,但他却能够积极地生活。马蒂·菲尔丁的自述向我们展示了他复杂的情感变化过程:希望破灭的迷惘、焦虑和恐惧。对同情和理解的渴望、以及自我接受、被人接受后重新燃起的希望和喜悦。本部分旨在引导学生去体会马蒂·菲尔丁的情感变化,提高他们关心、理解、帮助他人的意识。

Comprehending 部分,设计了三个教学活动来引导学生理解阅读内容。第一个活动要求学生在阅读完故事后能填出马蒂·菲尔丁的疾病给生活带来的困难和他是如何克服这些困难的。第二个活动重点训练学生的概括能力,对故事的六个段落进行总结,找出段落大意。第三个活动引导学生思考讨论阅读材料中的问题,帮助理解马蒂·菲尔丁是怎样的人;他在生活中需要处理的事很多,最困难的是什么;如果自己得了像马蒂·菲尔丁那样的病,又会怎么样。并引导学生深入思考像马蒂·菲尔丁这样的残疾人怎样从主观和客观的方面改善其生活。

Learning about Language 安排了词汇和语法两部分。词汇部分提供了四个练习,第一个是名词和形容词转换练习。第二个练习要求用本单元的词回答问题。引导学生构建有关词汇的“心理图式”,以加深对词汇的理解和记忆。第三和第四个练习旨在提高学生运用词汇的能力,语法部分主要是帮助学生复习归纳动词不定式。此外还有主动语态时宾语补足语中的动词前需要加不定式小品词 to 这一特殊形式的复习练习。

Using Language 部分,分成两项内容。第一项是听力理解,听写、说的活动,共有六个练习,可分两段来处理。练习 1~3 是学生听完一段电台记者(Joan)采访残疾人(Barry Minto)的对话(An amazing achievement)后要完成的活动。听第一遍后要求学生了解对话大意,列出弱视和失明者在登山中所遇到的困难,并写出他们能够成功登山的原因。然后听第二遍,做练习 3 记录主

要信息,练习 4 是结合听力内容开展小组讨论。练习 5 和 6 主要帮助学生复习。归纳表示祝贺和祝愿的用语,先进行话题模仿对话再进行自设情景对话的练习。第二项内容是阅读、讨论和写作,设计了四个教学活动。第一个活动通过图片讨论行动困难的人在电影院可能会遇到的麻烦;第二个活动阅读一位读者写给电影院建筑师的一封信后回答问题。第三个活动组织讨论社区如何方便残疾人,以及改进的方法;第四个活动要求学生给某建筑师写一封建议信。

Summing Up 部分要求学生所学内容、词汇、语法做归纳和总结。

Learning Tip 部分让学生了解使用英英词典对英语学习的帮助。鼓励学生多用英语词典,以培养使用工具书自主学习的能力。

#### 单元目标

| 项目    | 新课程标准要求掌握的内容  |
|-------|---|
| 词汇    | disability, overcome, hearing, suitable, handy, lap, dictation, noisy, assistance, congratulate, graduation, adequate, access, profit, ambition, disabled, beneficial, clumsy, bump, furniture, absence, annoy, ignore, conduct, eyesight, tank, parrot, encouragement, company |
| 短语    | be proud of, in other words, adapt to, at a time, never mind, laugh at, out of breath, all in all, in order to do, cut out, as well as, in many ways, be satisfied with, even if/though, up until, sit around, rather than, all the best, meet with                             |
| 句型与结构 | 1. make+it+adj. +to do sth 2. His ambition is to become an actor. 3. make+宾语+宾语补足语 4. used to do 与 would do 5. as+adj./adv. +as...  |
| 语法    | 1. 虚拟条件句<br>2. 动词不定式的用法(I)  |

#### 教学设想

思路一:(阅读教学)本单元是围绕“残疾”这一话题展开的。首先要让学生了解什么是残疾。通过一组图片将学生引入到这

一话题中,帮助学生表达有关残疾的句子。阅读看图使学生了解一些残疾人士的成就并展开简短的讨论为接下来的阅读做一下铺垫。在阅读之前让学生对残疾人的故事内容进行猜测,通过阅读使学生们对残疾人,残疾人的生活有了更进一步的了解。使学生能更好地把握文章的内容,体会作者的复杂的心理变化过程。从而达到提高他们阅读能力的目的。

**思路二:**(语法教学)这一单元的语法内容是不定式。主要是复习不定式的旧用法,学习不定式完成式的用法。由于这一单元中出现了大量的不定式。因此可以结合阅读材料帮助学生总结不定式的基本形式,以及能够接带“to”和不加“to”的不定式的动词,再通过练习帮助学生巩固不带“to”的不定式作宾语补足语时被动语态 to 还原这一知识点。最后用含不定式完成体的句子就其完成体的形式进行具体的讲解说明,并配备练习使学生深入理解,进一步运用动词不定式。

**思路三:**(语言运用教学)本单元的听说训练是围绕祝愿和祝贺用语展开的。听说能力的培养是相辅相成的,所以通过听来引出一些这方面的用语,并对生活中表现祝愿和祝贺的话语总结归纳,设置情节进行操练,是能使学生达到活学活用的最佳方法。



### 课文翻译

#### 马蒂的故事

嘿,我叫马蒂·菲尔丁,我猜你可能会说我是百万里挑一。换句话说,没有许多人像我一样。你瞧,我患有一种肌肉疾病,它使我非常虚弱,所以我不能像其他人一样快跑或快速上楼梯。而且,有时我笨拙得把东西掉到地上或撞到家具上。医生不知道如何使我好起来。但是我很乐观,已经学会了适应我的残疾。我的座右铭是:过一天是一天。

直到我大约十岁时,与任何人都一样。我那时常去爬树、游泳和踢足球。事实上,我曾梦想有一天能踢职业足球并代表我的国家参加世界杯。接着我开始变得越来越虚弱。直到我只能在体育馆的长椅上享受足球。最后我入院检查。我呆在那儿有近三个月。我认为我接受了无数次检查,其中有一次医生们从我腿上切下一片肌肉,并放在显微镜下观察。即使经过了所有这些检查,也没有人能够说出我患的是什么病,因此,也很难知道我的将来会怎么样。

问题是我看上去与其他人没有两样。因此有时候,当我跑完一段短路后就气喘吁吁或上楼时我必须中途停下来休息一下,在我上的小学的一些小孩就会嘲笑我。再有时,我虚弱得不能上学,所以我的学习退步了。每次缺课很长时间后回来,我就感到自己真笨,因为我落后于其他同学了。

我中学的生活要容易许多。因为我的同学们接受我这个人了。一些不了解我的人使我很烦恼,但我并不生气,我只是不理睬他们。总而言之,我生活得挺好,我很高兴发现许多事情我都能做,比如写作和计算机编程。我的志向是在我长大时能在研发电脑软件的公司里工作。去年我发明了一个电脑足球游戏,而且一家大公司已决定从我这儿买下它。我的生活很充实,没有时间闲坐着顾影自怜。我除了同朋友们一起去看电影和足球赛外,也与我的宠物度过许多时光。我有两只兔子,一只鸚鵡,一满缸鱼和一只乌龟。而且,我是班上唯一一位有宠物蛇的学生。照顾这些宠物的确用了我不少时间,但我认为是值得的。我也有许多工作要做,尤其是当我离开一段时间之后。

在许多方面,我(身体)的残疾倒使我在精神上变得更加坚强、更加独立。虽然我必须努力去过正常的生活,但这值得(我这么做)。如果我有机会对健康的孩子们说一件事情,那么它就是(如下):身有残疾并不意味着你的生活不如意。所以不要怜悯残疾病人或取笑他们,也不要忽视他们。只需接受他们,给予他们鼓励,让他们能像你一样过得丰富多彩、充实美满。

谢谢你阅读我的故事。



### 备课资料

#### No boundaries

Imagine this: you are twenty-one years old and a promising graduate student at one of the top universities in the world. One day, your doctor tells you that you have an incurable disease and may not have more than twelve months to live. How would you feel? What would you do? Most of us would probably feel very sad and give up our dreams and hopes for the future. Here is what Stephen Hawking thought:

(There did not seem) much point in working on my PhD—I did not expect to survive that long. Yet two years had gone by and I was not that much worse. In fact, things were going rather well for me and I had got engaged to a very nice girl, Jane Wilde. But in order to get married, I needed a job, and in order to get a job, I needed a PhD.

Instead of giving up, Hawking went on with his research, got his PhD and married Jane. Nor did he let the disease stop him from living the kind of life he had always dreamt of. He continued his exploration of the universe and travelled around the world to give lectures. In 2002, Hawking visited China and spoke to university students in Hangzhou and Beijing. As his disease has disabled him, Hawking has to sit in his new-famous wheelchair and speak through a computer. He told the students about his theories and thoughts on some of the greatest questions: What is time, how did the universe begin, and what exactly are black holes?

Hawking became famous in the early 1970s, when he and American Roger Penrose made new discoveries about the Big Bang and black holes. Since then, Hawking has continued to seek answers to questions about the nature of the universe. In 1988, he wrote A Brief History of Time, which quickly became a bestseller. Readers were pleased and surprised to find that a scientist could write about his work in a way that ordinary people could understand.

In the book, Hawking explains both what it means to be a scientist and how science works. He tells readers how discoveries are made and how they change the world. Science, according to Hawking, is often misunderstood; people often think that science is about “true” facts that never change. Scientists, on the other hand, Hawking writes, know that their job is never finished and that even the best theory can turn out to be wrong.

A scientific theory is the result of the scientific method. Scientists look at the world and try to describe and explain what they see. First, they carefully observe what they are interested in. To explain what they have seen, they build a theory about the way in

which things happen and the causes and effects. Finally, the scientists test the theory to see if it matches what they have seen and if it can predict future events. If what they are observing can be tested in a practical way, scientists will use experiments. But if, like Hawking, they are studying something that is too large or too difficult to observe directly, they will use a model to test the theory.

People who listen to Hawking's lectures sometimes find it difficult to understand him, because his thoughts and ideas often seem as large as the universe he is trying to describe. The speech computer is not the problem. In fact, people who hear it often say it sounds just like a human voice. Hawking is happy with it, too. "The only trouble," says Hawking, who is British, "is that it gives me an American accent."

## 单元课时教案

### The First Period

#### 教学重点

- ① Better their reading skills through various reading activities.
- ② Enable the students to master the useful expressions and words.

#### 教学难点

The use of some useful expressions.

#### 情感目标

Get the students to care more about disabled people.

#### 媒体准备

a tape recorder, a mutiple-media computer, a blackboard

#### 教学流程

Step 1 Greetings and Lead-in

T: Good morning, everyone!

S: Good morning, Mr/Miss. . .

T: Sit down, please. (Show three pictures to students. )

Attention, everyone. Please look at the screen and see three pictures.

OK. Let's talk about the pictures. What do they do?



S: They are players.

T: Are they players like Liu Xiang, Yao Ming and Tian Liang?

S: No.

T: What differences?

S: Liu Xiang, Yao Ming and Tian Liang are normal people.

T: What about them?

S: The woman in Picture 1 has only one leg.

T: Yeah, the people in Picture 2 and 3?

S: The woman in Picture 2 is blind. And the smiling boy has no arms.

T: Well done. They all have a physical disability. They are disabled players and achieved at the 2004 Athens paralympic Games. Do you think they are wonderful?

S: Yes.

Step 2 Warming up

T: The disabled people in the pictures are great although they haven't a normal body like us. What are their disabilities? (help students talk about the first picture)

S: The girl is sitting in the wheelchair.

The disability of the woman in Picture 1 may be infantile paralysis. What about the other two?

S: The disability of the woman in Picture 2 is difficulty with eyesight.

S: The man in Picture 3 has hearing problem.

T: What else do you know?

S: Learning difficulty, walking difficulty.

S: Hearing difficulty, brain injury.

S: Mental disability.

S: Deafness.

S: Severe illness.

T: Excellent. OK, now turn to Page 1, look at the pictures and read what these people have achieved. Then discuss what their disability might be with your partner.

(Teacher goes among the students. Students will probably soon tell you that is impossible to guess what disability the students might have from just looking at the pictures of them and reading about their achievements. Agree with students and explain that the aim of the question was to get them to come to that conclusion. Then give them the following information about the four students: Rada is mentally disabled, Barry is vision impaired, Sally was born with spinal problem and relies on a wheelchair to get around, and Gao Qiang has disabilities. )

Step 3 Pre-reading

Show students the website "Family Village" on the screen.

T: OK. Let's look at the screen. It is the Family Village website. Yes, it is set up for disabled people. Disabled students from all over the world contribute to the website. Now, read the title and picture and discuss with your partner what the value of such a website would be.

T: (2 minutes later. ) Tell me your answer.

S: Disabled people can communicate with each other by internet.

S: The website benefits not only disabled people but also non-disabled people.

T: Well done. We can find some personal stories from the



website. Can you guess what kind of information would be included in disabled students' stories.

S: I think there must be their experiences.

S: Their disease.

S: Their dreams.

S: Their difficulties.

S: Their attitude to life.

Step 4 Reading

T: Is what your guess right? There is Marty's story which is from the website "Family Village" in page 2 of your textbook. Open it and listed what are discussed in the text. (And then check the answer.)

Suggested answers:

his disease, what problem the disease brought, his interests, his ambition, his positive life, his achievement, how to treat the disabled

T: Please read the passage in detail. Then fill in the chart of Comprehending. (Several minutes later, teacher checks the answers.)

Suggested answers:

| Problems caused by his disability                                   | What Marty does in spite of his disability |
|---|--|
| 1. weak and can't run or climb stairs as quickly as others          | 1. enjoys writing and computer programming |
| 2. clumsy and often drop things or bump into furniture              | 2. invented a computer football game       |
| 3. could only enjoy football from a bench at the stadium            | 3. looks after pets                        |
| 4. his education suffered   | 4. Disability has helped him               |
| 5. feels stupid because of being behind the others after an absence | grow stronger and more independent.        |

T: Now read the text slowly this time and then write down the main idea of each paragraph. (After 3 minutes, check the answers.)

Suggested answers:

Paragraph 1: This is an introduction to Marty and his muscle disease.

Paragraph 2: How his disease started.

Paragraph 3: The problems he has to deal with every day.

Paragraph 4: His life is easier because his classmates accept him for who is.

Paragraph 5: His interests, hobbies and ambitions.

Paragraph 6: The advantages of his disease.

T: OK. Read the passage again to find the answers on the screen.

Q<sub>1</sub>: What kind of person do you think Marty is?

Q<sub>2</sub>: What do you think is the most difficult thing that Marty has to deal with in his life?

Q<sub>3</sub>: What kind of things does Marty do in order to make his life happy and satisfying?

Q<sub>4</sub>: What can other people do to help Marty and others like

him live a good life?

Q<sub>5</sub>: Why has his fellow students' conduct changed towards Marty?

Q<sub>6</sub>: How would your life change if you were to develop a muscle disease like Marty's?

(After four minutes, check the answers.)

Suggested answers:

1. Marty seems to be a fairly positive person who considers he has a good life. He is realistic about his disability but does not let this stop him doing as much as he can. He is a mentally strong, independent boy.

2. Missing lots of school, not being able to run around and play sports like other boys at his age, people not understanding that he has a disability.

3. Marty keeps busy doing things like writing computer programming that do not require physical strength. He has friends with whom he can go to movies and football matches and he has lots of pets. He also studies hard.

4. They can accept people with disabilities for who they are rather than focus on their disability. They can encourage them to live rich and full lives.

5. Because they found that Marty was able to live as rich and full a life as everyone else.

6. Individuals will answer differently.

T: In order that you can use the language freely and correctly. I'll explain some phrases and words to you. Please look at the screen.

(Teacher shows the following on the screen and explain them to students.)

- |   |
|---|
| <p>1. disability <i>n.</i> ; thing that disables; lack of sth necessary<br/>eg: He qualifies for help on the grounds of disability.<br/>disabled <i>adj.</i> ; unable to use a limb or limbs<br/>eg: The theatre has very good a use for the disabled.</p> <p>2. ambition <i>n.</i> ; strong desire (to be or do sth, for sth)<br/>eg: His ambition to become prime minister is likely to be realized.</p> <p>3. beneficial <i>adj.</i> ; having a helpful or useful effect, advantageous<br/>eg: Fresh air is beneficial to one's health.</p> <p>4. in other words; expressed in a different way; that is to say<br/>eg: They're leaving in three days—in other words, next Friday.</p> <p>5. clumsy <i>adj.</i> ; awkward and ungraceful in monument or shape<br/>eg: You clumsy oaf—that's the second glass you've broken today!</p> <p>6. adapt <i>vt.</i> ; make suitable for a new use, need situation, adapt (oneself) to sth<br/>eg: When you go to a new country, you must adapt yourself to new matters and customs.</p> <p>7. out of breath; unable to take in breath quickly enough<br/>eg: He was out of breath after long-distance running.</p> <p>8. absence <i>n.</i> ; being away (from)<br/>eg: The boy was punished for the absence from school.</p> |
|---|



## The Second Period

- be absent from: eg; The boy was absent from school.
9. stupid *adj.*; slow thinking; foolish  
eg: Don't be stupid enough to believe that.
10. annoy *vt.*; make rather angry; irritate  
eg: Do stop annoying your father!  
be annoyed with sb/at sth/about sth/for doing sth  
eg: He was annoyed with the boy for being so stupid. = He was annoyed at the boy's stupidity.
11. all in all; of supreme or exclusive importance, interest, etc.  
eg: There are a few mistakes in the competition, but all in all. It is good.  
all in all; When everything is considered.  
eg: All in all it had been a great success.
12. independent *adj.*; not dependent on or controlled by other persons or things  
eg: You are not a child any more and must learn to be independent.
13. make fun of; cause people to laugh at, ridicule  
eg: It is cruel to make fun of a cripple.
14. encouragement *n.*; encouraging  
eg: Like all of you, the poor boy also need encouragement.

### Step 5 Listening and Read Aloud

Teacher plays the tape for the students to listen and repeat.

While the students read, the teacher goes among the students to correct the students' mistakes in pronunciation, intonation.

### Step 6 Discussion

T: We know Marty's story well now. Can you tell me what you can learn from him?

S: We should adopt a correct attitude towards the difficulty we meet.

S: Don't escape. Show no fear at a time of difficulty.

S: Don't always complain. Try our best to do everything.

S: ...

### Step 7 Summary and Homework

T: Today we've read Marty's story and learned his spirit from him. So try to be a brave person to overcome every difficulty in your life. There are many people with disabilities around us. It's hard for them to live a normal like as us. So discuss what can we do to help the people disabilities.

### 板书设计

#### The First Period

Words: disability, disabled, eyesight, drum, movie, ambition, beneficial, clumsy, adapt, motto, microscope, breath, absence, stupid, fellow, annoy, annoyed, industry, tank, independent, encourage, encouragement

Phrases: in other words, out of breath, all in all, make fun of

### 教学反思

### 教学重点

The use of the infinitive.

### 教学难点

How to make the student use the infinitive correctly.

### 情感目标

Get students to live with an optimistic attitude.

### 媒体准备

a blackboard, a small blackboard

### 教学流程

#### Step 1 Greetings

Greet the whole class as usual.

#### Step 2 Revision

T: Last class, we learnt some words and useful expressions.

Please read them again and then turn to page 5. You will be asked to answer the questions in Ex. 2 by using the correct new word or phrase in this unit. (After a while, check the answers.)

#### Suggested answers:

1. lap 2. noisy 3. dictation 4. entry 5. microscope  
6. outgoing 7. fellow 8. conduct

T: OK. Now please look at the screen. There is a table.

Please write down the form of their nouns or adjectives. If necessary, you can use the dictionary to help you.

(After two minutes, the teacher check the answers.)

#### Suggested answers:

ambition, absence, suitable, beneficial, annoy, clumsy, firm, noisy, psychological, encouragement

#### Step 3 Discovering useful words and expressions

T: Marty lives with a positive attitude, although he has a kind of disease which nobody knows exactly.

T: Last class we learnt Marty's story. Can you tell me what kind of person he was?

S: He is a fairly positive person.

S: He is independent and strong.

T: Yes. He lives with a positive attitude and enjoys life.

What's his ambition?

S: His ambition is to work in the computer industry when he grow up. (Write the sentence on the blackboard.)

T: Is his ambition realized?

S: Yes, it is.

T: Xie Li is also a disabled person. Like Marty, she works hard to live a good life. (Write it on the blackboard.) OK, please turn to page 4 and read the passage about her. Then choose the appropriate phrases in Ex 3 to complete the paragraphs.

(After a while, check the answers.)

#### Suggested answers:

In many ways, sit around, make fun of, adopt to, out of breath, all in all, cutting out, in other words

#### Step 4 Discovering useful structures

T: From the stories of the two disabled people, what do you think is the most important for the disabled?

S: I think it is the most important to have the courage to face

any difficulty.

S: Never give up.

S: ...

T: Well done. I think it is also important for us. Next, let's look at the sentences on the blackboard. Please tell me what the underlined parts in the sentences are.

- ① His ambition is to work in the computer industry when he grow up.  
② She works hard to live a good life.

S: They are infinitive.

T: What are they used as? Who can tell me the first one?

S: It is used as predicative.

T: Good! What about the second one?

S: It is used as adverbial.

T: OK. Let's see more sentences. (Teacher takes out a small blackboard on which there are the following sentences.)

1. To master a foreign language is very important.
2. My job is to drive them to the company everyday.
3. He is too old to carry the heavy box.
4. I think it necessary for him to go there at once.
5. I know him to have been a university professor.
6. He is the man to depend on.
7. I'm sorry to have kept you waiting.
8. They often hear him sing the song.

Can you read out the infinitive in each of the sentences and tell me what they are used as?

(Teacher tells the class to prepare, then asks some students to give the answers.)

**Suggested answers:**

1. To master a foreign language (Subject)
2. to drive them to the company (Predicative)
3. to carry the heavy box. (Adverbial)
4. to go there (Object)
5. to have been a university professor. (Object complement)
6. to depend on (Attribute)
7. to have kept you waiting (Adverbial)
8. sing the song (Object complement)

T: There are three infinitive structures. What differences among them do you know?

S: The infinitive structure in sentence 1, 2, 3, 4 and 6 is "to do sth" But the structure in sentence 5 and 7 is "to have done". The last one is "do sth".

T: The last one is a kind of infinitive without "to". And the use of them are the same?

S: No.

T: Can you tell me the verbs followed by a to-infinitive? (Teacher helps the students if necessary)

S: advise, invite, persuade, encourage, allow, permit, ask, require, expect, wish, want, order, force, forbid, warn... (Teacher writes these words on the blackboard.)

T: What about the verbs followed by a bare-infinitive/an

infinitive without a "not"?

S: have, make, let, hear, observe, see, watch, feel, notice, listen to...

(Teacher writes the words on the blackboard.)

T: Well done. The words are used in the structure "Subject + Predicate (vt.) + Object + Infinitive (do sth)"

How can you use the structure "to have done"?

S: Sorry.

T: OK. Let's look at sentence 5. "I know him to have been a university professor." He became a professor in a university before I know it. It means the action "be a university professor" happens before the action "know" so in sentence 7, which action happens first!

S: "Keep you waiting."

T: When the verb in the infinitive express the action which happens before the action in the predicate we use the perfect infinitive "to have done".

T: Right. Translate the following sentences.

1. 据说他去了上海。 He is said to have left for Shanghai.
2. 她被发现坐过牢。 She is found to have been a prisoner.

(Teacher checks the answers. Then ask students to tell the verbs which are followed only by v. -ing. And write them on the blackboard.)

T: There are some sentences in the unit that contain the infinitive. Please find them and write them under the correct headings in Ex. 1 of page 6. (3 minutes later, check the answers.)

**Suggested answers:**

Infinitive as the subject:

It is difficult to know what the future holds. (SBP. 2) (SBP. 4)

Infinitive as the predicative:

His ambition is to become an actor. (SBP. 1)

Infinitive as object:

The doctor don't know how to make me better. (SBP. 2)

I have learnt to adapt to my disability. (SBP. 2)

Then I started to get weaker and weaker. (SBP. 2)

My fellow students have begun to accept me for who I am. (SBP. 3)

A big company has decided to buy if from me. (SBP. 3)

Infinitive as the object complement:

My disability has helped me to grow stronger and more independent. (SBP. 3)

Infinitive as the adverbial:

Sometimes, I was too weak to go to school. (SBP. 3)

I have to work hard to live a normal life. (SBP. 3)

What kind of things does Marty do in order to make his life happy and satisfying? (SBP. 4.)

Infinitive as the attribute:

I have a lot of study to do (I have a lot of study that I have to do). (SBP. 3)

I am the only student to have a pet snake (I am the only student who has got a pet snake). (SBP. 3)

If I had the chance to say one thing to healthy kids... (SBP. 3)

Just accept them for who they are and give them encouragement to live as rich and full a life as you do. (SBP. 3)

T: Now, Can you change the sentence 8 into the passive voice?

S: He is often heard sing the song.

T: Do you agree?

S: No. He is often heard to sing the song.

T: Must we add a "to" before "sing"?

S: Yes.

T: (We mustn't forget "to" when "hear, make, see, observe, look at, etc.") If we turn the sentence structure "Subject + predicate(*vt.*) + Object + Infinitive (do sth)" into the passive voice, the word "to" can not be omitted. But we can't use "have, notice, watch" in the passive voice. And if the verb after "let" is single syllable, we can only use the infinitive without "to".

T: Well, There is a dialogue in Page 5. You will be asked to read it out. Any volunteers?

S: Let me have a try.

T: OK, please!

S: ...

T: Excellent. Now please underline the prefer infinitives and tell me what they are.

(One minute later, the teacher check the answers.)

**Suggested answers:**

to have kept you waiting, to have forgotten so many things, to have finished all my shopping, to have finished

T: Well done, We are going to read a passage about William Wilberforce who helped give opportunities to black people in 19th-century England. Read it and fill correct form of infinitives in each blank. You're given 3 minutes, then read out your answers.

**Suggested answers:**

to have spent, to free, to see, to treat, to help pass, to/abolish

T: Now you have a chance to go back in time and meet famous people from the past. They might be leaders, pioneers or writers of great literature. In pairs discuss who you would like to have met, using the example to help you.

(Teacher go among the student to help them if necessary. Then ask them to show their dialogue.)

**Step 5 Summary and Homework**

T: In this class, we've revised the use of the infinitive. We've summarized three infinitive structures, "to do sth" "do sth" and "to have done". We've also done some exercises. After class, you should learn all the important points by heart and try to use infinitive correctly. That's all for today. Class is over.

**板书设计**

**The Second Period**

① His ambition is to work in the computer industry when he grow up.

② She works hard to live a good life.

1. *v.* + to do sth

advise, invite, persuade, encourage, allow, permit, ask, require, expect, warn. . .

2. S + P(*vt.*) + O + in + (to do sth) have, make, let hear, observe, see watch, notice, feel, listen to. . .

Passive Voice: Add "to" before do sth

No passive Voice: have, watch, notice

3. to have done

eg: He is said to have left for Shanghai.

4. *v.* + doing sth

admit, avoid, finish, consider. . .

**教学反思**

**The Third Period**

**教学重点**

1. Improve the students' listening ability.

2. Improve the students' speaking ability by practising offering congratulations and best wishes.

**教学难点**

1. Help the students to improve their listening ability.

2. Help the students to express congratulations and best wishes.

**情感目标**

Get the students to understand and respect more about the disabled.

**媒体准备**

a blackboard, a tape recorder

**教学流程**

Step 1 Greetings

Greet the students as usual.

Step 2 Revision

T: Last class we revised the use of the infinitive. Verbs can be followed by "to be sth" "to have done" "do sth". Let's do an exercise on the small blackboard.

① I'm afraid it'll be very hard for you \_\_\_\_\_ (adapt) this story for children.

② The enemy was reported \_\_\_\_\_ (run) away two days before.

③ All I am trying to do is \_\_\_\_\_ (clear) all the rubbish here.

④ The man was observed \_\_\_\_\_ (enter) the bank.

⑤ We often see the boy \_\_\_\_\_ (read) English books under the tree. (Teacher asks five students to fill in the blanks with the proper forms of the verbs given.)

**Suggested answers:**

① to adapt ② to have run ③ to clear ④ to enter ⑤ read

Step 3 Listening

T: What do usually do in your free time?

S: I usually meet my good friends and go to the cinema with them.

S: I usually surf the internet.

S: Watch TV or go shopping.

T: Why don't you get close to nature? Hiking and climbing are both OK.

S: The ideas are not bad, but they're not easy for us. If we want to climb a mountain, equipment is necessary and we also need the knowledge of climbing.

T: Do you think it is easy to climb mountains for weak-sighted or blind people?

S: Yes.

T: What kind of difficulty do you think they will meet?

S: It's easy to hurt themselves.

S: They must climb with sighted people. If not, they may lose their way.

S: ...

(Teacher list the answers of the students.)

T: Barry Minto, a blind person, has just made a successful climb of Mount Killmanjaro in Africa. You're going to hear a radio interview. Please turn to page 6 and finish Ex. 2.

**Suggested answer:**

They would have had many problems as they were in an unfamiliar place and couldn't see. For example, they might have had problems walking over rough ground, they would have to be careful not to close to the edge where they could fall, it would probably have been difficult to put up the tents they slept in, they would need to concentrate so they could hear the instructions their sighted companions were giving them.

(Teacher play the tape without stopping and then ask the students to tell the right answers.)

**Suggested answers:**

Barry and his team want to prove to themselves and everyone else they can achieve whatever they decide to do in spite of their disability. And they want to raise money to help other people with weak sight.

Joan thinks Barry's plan is amazing because even it's not easy to climb Mount Qomolangma for sighted people, to say nothing of blind people.

T: I'll play the tape again. Before listening to the tape again, read Ex. 3. This time you must make notes of what you hear while listening.

(Teacher plays the tape.)

Do you complete the notes?

S: No.

T: You can listen to it again, but this time you must complete the notes. (Students listen to the tape again. Then teacher checks the answers.)

**Suggested answers:**

1. 16—19 years old
2. 25—45 years old
3. 5,900 metres
4. twelve
5. nine
6. fifteen
7. seven
8. five days
9. two days

T: We have listened to the interview three times. I think you've got the most information. So discuss Ex. 4 in a group of 4.

(Then answer the question.) (Teacher goes among the student to help them if necessary, then asks a few students to answer them.)

**Suggested answers:**

The sighted people would have acted as their eyes. They would have walked beside them and given them instruction about where to go and what obstacles were in their way, they would probably have led them by the hand at certain times, they would have helped them put up their tents. They would have described what food was on their plates and helped them get into their tents. They would have read the maps and sign posts. I think without sighted people they couldn't have climbed the mountain.

T: Well. Read Ex 5. You can only focus on the part of the conversation where the interviewer congratulates Barry on his achievement. Listen to the latter part of Barry's story, then completes Joan's sentences.

(Teacher plays the relevant part of the tape again and give students time to write their answers. Then check the answers with the whole class. Teacher writes the expressions of the congratulations and best wishes included in the dialogue.)

(After that, teacher ask students to practise the dialogue in pairs.)

**Suggested answers:**

well done, five days, two, full of, companions, what's your next big challenge, amazing, every success in the future

**Step 4 Speaking**

T: The interviewer congratulates Barry and wishes him future success by using "well done!", "you should be proud of yourself" and "I wish you every success in the future." Do you know any other ways of expressing congratulations and wishes.

S: I'm very pleased for you.

S: Good luck.

S: You have my best wishes.

S: I hope it goes well for you.

S: Congratulations (on...)

S: ...

(Teacher writes these on the blackboard.)

T: Now. Make up dialogues with your partner according to the situations is Ex. 6 or the situations made up by yourself.

You can use the expressions on the blackboard. Group 1 and 2, you are student A. Group 3 and 4 you are student B.

(Teacher goes around the classroom listening to student's dialogues and helping or correcting where needed.)

I'd like to ask six pairs to show your dialogues. Any volunteers?

S: ...

**Suggested dialogue:**

A: This letter has just arrived. It's about my exam.

B: Well, open it.

A: It says I've passed!

B: Congratulations. That's wonderful.

A: Your mother told me you have just started a new job.

B: Yes. I'm working at the television station now.

A: Really? That's great! I hope it goes well for you.  
 B: Thanks, I hope so too.  
 B: Let's see your medal.  
 A: Here it is.  
 B: It's beautiful! Well done.  
 A: Thanks.  
 A: You look happy, what's up?  
 B: Our team just won.  
 A: Wow! That's wonderful. You deserve it after training so hard.

B: Yeah. And if we keep training like that we should win more games.

A: I'm sure you will. Keep up the good work.

A: Here it is at last, my graduation certificate.

B: Let me see. Well done, I'm so proud of you.

A: Did you really invent a new computer game?

B: Yes, I did and a computer company is going to buy it.

A: That's amazing. I'm really impressed.

T: Great. It is important to know the function of congratulating. You'd better master the expressions of best wishes and congratulations.

#### Step 5 Summary and Homework

T: Up to now, we've learnt some expressions of congratulations and best wishes by listening and speaking. After class, make up some dialogues which are about offering congratulations and best wishes.

#### 板书设计

#### The Third Period

The expressions of well done!  
 Congratulations.  
 All the best.  
 I'm proud of you congratulations and best wishes:  
 Good Luck  
 I'm very pleased for you.  
 I hope it goes well for you.  
 That's wonderful/amazing/wish you success.  
 You have my best wishes.  
 I'm very impressed by your performance.

#### 教学反思

#### The Fourth Period

#### 教学重点

1. Learn how to write a formal letter.
2. Train the student's writing.

#### 教学难点

Improve the students' reading skill and writing skill.

#### 情感目标

Get the students to care more about disabled people.

#### 教学流程

#### Step 1 Greetings

Greet the whole class as usual.

#### Step 2 Revision

T: In the last period, we summed up the expressions for congratulations and best wishes. Now I'll check your homework. I'll ask some pairs to act out the dialogues they have made up before the class.

(Teacher asks two pairs to come to the front to act out their dialogues.)

S<sub>A</sub> and S<sub>B</sub>:...

#### Step 3 Preparation for Reading

T: So much for homework. Now please open your books and turn to page 7. Let's see a group of pictures. What problems do you think the people with walking difficulties sometimes have in a cinema? You can discuss with your partner. And then tell me your idea.

(Teacher gives students 2 minutes to discuss and then check the answers.)

T: Any volunteers?

S: I think the push button is high to read for the people in wheelchairs.

S: There aren't special seats for the people with walking difficulties. It's difficult for them to sit in the chair like normal people.

S: The toilet is not safe for the disabled.

T: Yes. There are many problems for people with walking difficulties in such a cinema. So we must pay more attention on how to make the public places safer and better for the disabled. OK. We're going to read a letter to an architect. Can you guess what does the writer say in the letter? But before reading the letter let's learn new words and phrases appearing in the passage.

1. in particular; especially.

eg: I remember one of them in particular.

2. basement; *n.* lowest part of a building

3. elderly; *adj.* getting old; rather old

4. dignity; *n.* [U] calm and serious manner or style

5. meet with; to be received or treated by sb in a particular way

6. adequate; *adj.* enough in quantity, or good enough in quality, for a particular purpose or need

7. access; *n.* [U] a way of entering or reaching a place

8. approval; *n.* [U] the feeling that sb/sth is good or acceptable

(Teacher explain them to the students.)

#### Step 4 Reading

T: We know that there are more difficulties in the life of the disabled. So they must pay more to live a normal life as we do. I think we should help them as possible as we can. Do you think so?

S<sub>s</sub>: Yes.

T: Alice Major help the disabled in his own way. We'll read a letter which is from her. Now read the first paragraph. And then tell me what the purpose of the letter is. (After a while check the answer.)

T: What is the purpose of the letter?

S: To tell the reader the purpose of the letter.

T: Quite right. Can you guess what will be in the rest of the letter?

S: She will give the architect who is to design the new Bankstoun cinema some suggestions.

S: The rest of the letter will be his ideas of how to make disabled people comfortable in the new Bankstoun cinema.

T: Well done. Do you want to know if the answers are right? Please read the rest of the five paragraphs.

(Teacher gives students two minutes to read.)

T: (What about your answers?) What does the writer want the architect to do?

S: The architect is asked to consider access to the cinema for people in wheelchairs and those who have difficulty walking, earphones for people who have trouble hearing, raised seating, toilets and car parking.

T: Well done. What do you think the author may put in the last paragraph?

S: I think she will tell author why we must pay more attention on the disable when building will be built.

T: OK. Please read the last paragraph and check if the answer is right. (After a while, check the answer.)

T: What's the purpose of the last paragraph of the letter?

S: To put forward some reasons why the architect should consider the writer's suggestions.

T: Great. And to finish the letter in a polite way. OK. I'll play the tape. Listen to the tape carefully, after that answer question 2 in Ex. 2.

(Teacher plays the tape, then check the answers.)

#### Suggested answers:

2. The writer has used numbers and a title initials for each paragraph to organise the ideas and to make it easier for the reader to understand and remember the five suggestions.

T: The writer wrote the letter, using polite forms. For example, I hope you will not mind me writing to ask. . . I wonder if. . . It would be handy to have lifts. . . Can you find out the other examples of the polite forms in this letter?

#### Step 5 Writing

T: Alice wrote a letter and hope that the architect can design a safer and better cinema for the disabled. There will be a new supermarket in our suburb. Can you write a letter to the architect? Please discuss the matter of easy use of the supermarket by people in wheelchairs with your partner. (After 3 minutes)

T: What should be considered for the disabled?

S: Lifts and toilets.

S: Car parking.

S: Check-outs for the disabled.

S: Height of shelves.

S: Width of aisles.

S: Helping them carry the things they buy.

(Teacher writes them on the blackboard.)

T: Now, Write a letter to the architect who is to design the new supermarket in our suburb using the letter on page 8 as a model.

#### Sample writing:

Dear Mr Smith,

I read in the newspaper that you are the architect who is to design the new supermarket in our suburb. I am writing to ask you to consider the matter of easy use of the supermarket by people in wheelchairs. In particular, I would like you to consider the following things:

1. Width of aisles. Can you please make sure that the aisles are wide enough to allow wheelchairs to pass through. In some supermarkets the aisles are so narrow that a person in a wheelchair can not move along them easily.

2. Height of shelves. Can you please design shelves that can be reached by people in wheelchairs. In some supermarkets people in wheelchairs have to ask other shoppers to help them. This takes away their independence.

3. Lifts to other floors. Lifts should be in places that people in wheelchairs can get to easily. It is very difficult if lifts are right at the back of the shop and people have to go up and down the shelves before they get to it.

4. Car parks. I hope you will leave some car spaces close to the front of the shop for people in wheelchairs. It is very difficult if they have to park a long way away from the shop and wheel themselves over rough ground to the entrance.

Thank you for reading my letter. I hope you will consider my suggestions. Disabled people should have the same opportunities as able-bodied people to shop independently and they should be able to do so with dignity. I am sure many people will admire your supermarket if you design it with good access for disabled people. The supermarket owners will also be happy as more people will be able to shop there.

Yours sincerely,

#### Step 6 Summary

T: Today we've read a letter to an architect. From it, we've known how to write a letter to give advice. We've also learned some important words and phrases, such as basement, elderly, dignity and in particular. At the same time, you have been trained to write a letter. After class, please write your letter in class in your exercise books. And review the contents in the whole units. So much for today.

#### 板书设计

#### The Fourth Period

Words: basement, elderly, dignity, adequate, access, handy, approval

phrase: in particular, meet with





②表属性的 with 通常与带有具体意义的名词连用,若抽象名词通常使用 of。

eg: a man of courage 勇敢的男人

a pianist of great talent 才华横溢的钢琴家

**【拓展】** with 还可表示“与……一起;带在身上;用,凭借;与……同时;因为……;尽管”等,也可表伴随情况。

eg: Don't play with him. 不要和他一起玩。

He wrote a letter with a pen. 他用钢笔写信。

With these words, he went out. 他说完这些话就出去了。

She was trembling with fear. 她因恐惧而发抖。

The boy went out, with nothing on.

这个男孩什么也没穿就出去了。

**例示**

—Is your grandpa still with you?

—No. He still prefers to live in the small mountain village, \_\_\_\_\_ all its disadvantages.

A. for      B. except      C. with      D. to

**解析** C。with=in spite of 纵然,尽管。题意为:纵然小山村有它的劣势,祖父还是喜欢住在这个小山村。

**例示**

It was a pity that the famous painter died \_\_\_\_\_ his painting unfinished.

A. of      B. with      C. from      D. for

**解析** B。with+复合宾语结构,unfinished 作宾补,整个 with 短语作伴随状语。

**【导学】** (2) disability *n.* 伤残;无力;无能。

eg: The handsome boy was a man with disability.

这个英俊的男孩毫无能力。

He gets a disability pension from the Government because of his disabilities in a fire accident. 他因为在一次火灾事故中造成的伤残而得到政府的伤残抚恤金。

She swims well despite her disabilities.

她虽然身有残疾,却是个游泳高手。

**例示**

Many \_\_\_\_\_ people have worked wonders.

A. disability      B. disabling  
C. disabled      D. unabled

**解析** C。本题中应用作定语的形容词 disabled(残废的,残疾的)来修饰 people。句意为:很多残疾人创造出了奇迹。

**2. Does this disability make it difficult for them to do some things?**

这种残疾会不会使他们做事时感到困难?

**【导学】** it 作形式宾语,真正宾语是 to do some things。

当复合宾语中的宾语是不定式、动名词、宾语从句时,往往把它放在补足语之后,而用 it 作形式宾语,放在宾语补足语之前。

eg: George made it clear that he disagreed.

乔治表示得很清楚了,他不同意。

The blister on my foot made it painful to walk.

我脚上的水泡使我走路很疼。

I think it no use arguing with him. 我认为与他争论没有用。

**例示**

We found \_\_\_\_\_ impossible to take the defeat \_\_\_\_\_ down.

A. that; lying      B. this; laid  
C. it; to lie      D. it; lying

**解析** D。根据句子结构可知应用 it 作形式宾语来代替其后的动词不定式, to take sth lying down 为固定搭配,意为“甘受挑战或侮辱”。

**3. What have they done to try to overcome these difficulties?**

他们努力做了哪些事情来克服这些困难?

**【辨析】** try to do 与 try doing

try to do 表示尽力地去做某事,相当于 try one's best to do sth.

try doing 表示尝试着做某事,意义上相当于 have a try.

eg: I'll try to get there on time. 我会设法准时到达那儿。

He tried solving this difficult problem.

他试图解答这个难题。

**【导学】** overcome *vt.* 克服(困难,诱惑等);击败(敌人);使不堪,使软弱,使失去控制(常用被动语态);找到处理或解决(问题等)的办法。

eg: We overcame the difficulties/the enemy.

我们克服了困难/击败了敌人。

He was overcome with emotion and had to leave the room.

他控制不了自己的情绪,只好离开了房间。

We'll overcome that difficulty when we get to it.

那种困难到时候我们自有办法解决。

**4. Look at the pictures and read what these people have achieved even though they each have a disability. 看看这些照片并阅读他们所取得的成就,尽管他们身有残疾。**

**【导学】** (1) achieve *vt.* 完成(事情),成就;达到(目的)等,赢得(名誉)等。

eg: No one can achieve anything without effort.

没有人能够不努力而有所成就。

He achieved his goal. 他达到了他的目标。

**【拓展】** achievement *n.* 完成,达成;业绩,伟业

eg: The achievement of one's purpose was only out of hard work. 一个人只有努力工作才能达到目的。

a scientific achievement 科学成就

**例示**

There is not much to \_\_\_\_\_ in this business.

A. gain      B. get      C. achieve      D. win

**解析** A。此题考查近义词辨析。句意为:在这笔生意中,获利不大。

**【导学】** (2) even though/ if 是连词词组,意为“即使;纵然”,引导让步状语从句,两者可互换,但 even if 的从句中含有强烈的假定性,而 even though 则多对从句的内容基本肯定。

eg: Even if he is poor, she loves him. = He may be poor, yet