



志鸿优化设计丛书

丛书主编 任志鸿

高中新教材

优秀教案

GAOZHONG XINJIAOCAI YOUXIU JIAOAN

高三英语

【全一册】



南方出版社
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QIAN YAN

前言

实施素质教育的主渠道在课堂,而真正上好一节课必需要有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程的创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握新教材,我们特组织了一批富有教学经验的专家、学者和一线优秀教师,依据教学大纲新要求编写了这套《高中新教材优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师的主导作用和学生的主体地位,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新大纲要求,结合新教材特点,科学合理分配课时。

●科学设计教学过程,优化45分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

[教学目标] 以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按文道统一的思想,包括德育和智育两大方面,使学生的学习有的放矢。

[教学重点] 准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

[教学难点] 选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。



[教学方法] 具体反映新的教学思想和独特的授课技巧,突出实用性和创新性。

[教具准备] 加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深学生对课本知识的记忆与理解。

[教学过程] 按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”一般包括导入新课(导语设计)、推进(传授新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步。加强师生活活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

[备课资料] 联系所讲授的内容,汇集生活现实、社会热点、科技前沿等领域与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或者科学设计能力训练题供学生课外练习。

本丛书按学科分为语文、数学、英语、物理、化学、历史、政治、地理、生物九册出版,具有较强的前瞻性、实用性和参考性。

我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编者
2004年5月



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Unit 1 Madame Curie



I. Brief Statements Based on the Unit

As we all know, Madame Curie is an extraordinary woman scientist with extraordinary success in the world. She discovered a hidden power—Radium from which the world benefits much. So she received a Nobel Prize for physics and became the first scientist in the world to win two Nobel Prizes. This unit mainly deals with Madame Curie's childhood and how she and her husband discovered Radium. We learn this unit to let the students not only know about scientists—the Curies' contributions to mankind in life, but also learn their will, courage and spirit of giving their lives for the scientific cause. Of course it is necessary for students to master the important phrases and sentence patterns in this unit. Meanwhile we should review the usage of the Attributive Clause.

II. Background Information

1. Youth of Madame Curie

Madame Curie (Marie Curie, 1867 ~ 1934) was a great Polish woman scientist. She was the youngest of the five children of her parents. Her father was a teacher of physics in a middle school; her mother, once a lady principal of a private primary school, died when Marie was only eleven years old.

From her early childhood Marie loved to study and was anxious to become a scientist. Her interest in science was encouraged by her father. In 1883, the 16-year-old Marie graduated from a middle school with an award of a gold medal for her excellence in study. How eager she was to go to college!

But at that time, Poland was under the dark rule of the old Russia, and women were not allowed to enter its colleges. So Marie was forced to stop her study. She had to begin raising money so as to attend college in France. By day, Marie worked as a govern-

ess, giving private lessons, and at night, when everybody else was in bed, she began to study. She did the job a little now and a little then for more than five years. By the summer of 1891, she had saved enough money to continue her study. So she left for Paris and entered the Sorbonne Science College of Paris University.

In her college days, she lived a very simple life and spent every possible minute in her studying. All she cared about was science. Every evening, she would go to study in the university library. When the library closed, she would go back to her tiny room and went on working under the faint light of the oil lamp until early morning hours. In 1893, on account of her hard work, she passed her examination with the highest grade in her class, and was awarded a master degree of physics. The following year she received the degree of master of mathematics. After graduation she stayed in Paris University, devoting herself to scientific research work.

2. Dangers of Radioactivity

Radioactivity is dangerous. It may cause skin burns, it may destroy good tissues and it may cause illness that could be passed on to our children and grandchildren. In case of exposure it may even cause death.

In the early days of radioactivity, scientists did not realize these dangers. Marie and Pierre Curie, after having worked for a while with radioactive materials, noticed that their fingers were reddened and swollen and skin was peeling off. Henry Becquerel carried a small tube with radium in it in his waistcoat pocket, and was surprised to find a burn on his chest. Other early workers also reported burns and harm of different kinds.

The strange fact is that it can harm without causing pain, which is the warning



signal we expect from harmfulness. Pain makes up pull back our hands from a fire or a hot object, but a person carrying radioactive materials had no way of telling whether he is touching something too "hot" for safety. Besides, the "burns" or other harmfulness that radioactivity produces may not appear for weeks. A person may have been hurt without knowing it for some time.

III. Teaching Time: Four periods

The First Period

Lesson 1

Teaching Aims:

- Learn and master the following
 - Four skills: go over
 - Three skills: disappoint, disappointing, willing, devote, devote to
- Everyday English

Perhaps I'll go to that one.
Maybe it was useful for some people.
I'm not sure if/whether...
I doubt if he'll be asked to speak again next year.
I'm not sure that...
I'm sure...
- Enable students to learn something about how to express or talk about their plans, views on something and their decisions.

Teaching Important Points:

- Phrases: have something/nothing to do with..., devote...to, go over
- Sentence patterns:

I doubt if...
I'm(not)sure...
How did you find...
- Learn how to talk about one's own plan, view on something and decision of one's own.

Teaching Difficult Points:

How to correctly use "I doubt..." and "I don't doubt..." "I'm sure..." and "I'm not sure

..."

Teaching Methods:

- Listening-and-answering activity to help the Ss to go through with the dialogue.
- Pair work and group work to make every student work in class.

Teaching Aids:

- a tape recorder
- a projector
- the blackboard

Teaching Procedures:

Step I Greetings and Lead-in

T: Good morning/afternoon, everyone.

Ss: Good morning/afternoon, teacher.

T: Sit down, please. I'm very glad to see you again. Now you are students of Senior Grade Three. I think you must have read some books about some famous scientists in the world. Yes or No?

Ss: Yes.

T: OK. Now I want you to write the names of as many famous scientists as you know on a sheet of paper. Of course, you'd better write down what they did or discovered. Are you clear?

Ss: Yes.

T: Yeah, start writing, please.

(After a while, teacher asks some students to read out what they have written.)

T: Is there anyone who writes something about Madame Curie?

S: Yes.

T: OK. Please read out the information about her.

S: Madame Curie was born in Poland. Later she went to Paris and became a great scientist of physics and chemistry in the world. She discovered radium and became the first person in the world to receive two Nobel Prizes.



T: Very good. Sit down, please.

Step II Preparation for Dialogue

T: OK. Today we are going to learn a dialogue—Four doctors are at a medical conference. They are talking about their plans, feeling and decisions. First let's learn the new words.

(Show the following on the screen and explain them one by one.)

- madame[ˈmædəm]n.
- willing[ˈwɪlɪŋ]adj.
- disappoint[ˌdɪsəˈpɔɪnt]vt.
- disappointing[ˌdɪsəˈpɔɪntɪŋ]adj.
- devote[dɪˈvəʊt]v.

Step III Dialogue

T: Now let's listen to the dialogue. Listen carefully and try to remember some information. After that, I'll ask you a simple question.

(Teacher plays the tape recorder, then asks the Ss the following question.)

T: Now you know four doctors are at a medical conference. Then, is it a good conference this year?

Ss: No, not as good as last year's.

T: Yeah. Now open your books. Turn to Page 1. Please read the dialogue. If you have some difficulty in understanding the dialogue, you can ask me.

(Teacher goes among the Ss to help the Ss understand some difficult sentences. After a while, the teacher explains some common difficult language points to the Ss.)

T: Now look at the screen, please. I'll explain some difficult language points you met with just now.

(Show the following on the screen and explain them.)

- Phrases:
1. have something/nothing to do with
e. g. The accident had something to do with the driver's carelessness.
What he said has nothing to do with me.

2. devote...to

e. g. He devoted his life to the study of science.

He devotes all his free time to playing football.

3. go over

e. g. Would you mind going over this work for me?

He goes over his lessons every night.

Sentence Patterns:

1. I doubt if/whether he will come.

I don't doubt that you are honest.

2. I'm sure(that) there'll be a speech on cancer tomorrow.

I'm not sure when the conference will start.

I'm not sure when to leave Beijing.

3. (1) How do you find the speech by Mr John?

(I find it) Very interesting.

(2) How did you find Peter Gray?

I found him dishonest.

(Bb: Phrases: have sth./nothing to do with, devote...to, go over.

Sentence Patterns:

I doubt if/whether...

I don't doubt that...

I'm (not) sure...

How do/did you find...)

Step IV Listening and Practice

T: Listen to the tape again. This time you can read the dialogue after the tape with your books open. Pay attention to the expressions used to express your feeling and decisions. Is that clear?

Ss: Yes.

(After playing the tape, teacher says the following.)

T: Let's underline the expressions used to express your feeling and decisions.

Ss: Perhaps I'll go to that one.

Maybe it was useful for some people, but it wasn't for me.

I'm not going to any. I need...

I'm (not) sure...



各课札记



T: OK. Now read the dialogue aloud in groups of four. While reading, you should try to learn the dialogue by heart.

(Teacher goes among the Ss to help them correct their pronunciation.)

T: Now which group would like to act out the dialogue before the class. Yeah, your group, please.

Ss: ...

(The students begin to perform. After the performance, teacher begins to say ...)

T: Very good. Go back to your seats, please. Thank you for your performance. Now look at Part 2. Make as many sentences as possible from the table. I can give you some examples. Listen carefully, we can say the following. "I'm sure the speeches will be good/the research will be interesting..." "Do you understand how to make sentences?"

Ss: Yes.

T: OK. Please do it in pairs orally. (After a while, teacher begins to deal with Part 3.)

T: Now look at Part 3. Use these answers to reply to the questions. (Teacher comes to a good student and says...)

T: Look at these questions, please. You ask, and I answer.

S: Will it be hot in Paris?

T: May be.

(Then teacher turns to the whole class.)

T: Do you understand how to practise them?

Ss: Yes.

T: OK. Please do it in pairs.

(After a while, teacher says the following.)

T: Look at the screen, please. Let's do an exercise.

(Show the following on the screen.)

Choose the right answers to the questions.

1. A: Who's going to meet the guests at the airport?

B: _____

2. A: Is it true that the movie is disappointing?

B: _____

3. A: Did your teacher go over your compositions?

B: _____

4. A: Can they win the final match?

B: _____

a. Maybe it is.

b. Perhaps me.

c. I doubt if they can.

d. Yes, I'm sure of that.

Suggested answers:

1. b 2. a 3. d 4. c

Step V Workbook

T: Now please turn to Page 145. Let's do Exercises 1 and 2. First write your answers in your workbooks with a pencil. In several minutes, I'll check your answers.

Suggested answers:

Ex. 1. 1) I'm not sure if/whether he would be willing to join us.

2) I'm not sure if/whether it will be a fine day tomorrow.

3) I'm not sure if/whether I am going to the speech about traffic accidents.

4) Maybe we need some more bowls for dinner.

5) Perhaps it (the wet weather) will last a few more days.

6) I'm sure I can pass it.

7) The villagers doubt if the polluted river will soon be cleaned.

8) I haven't decided what place I will go to for the national holiday.

Ex. 2. 1) I think it has something to do with foreign language study.

2) I don't think it has anything to do with the Three Gorges Project.

3) Maybe it has something to do with your eyes.



备课札记

give you some explanations.
(Show and explain the following. After that, teacher begins to deal with the text.)

radium[ˈreɪdʒəm]n. Poland[ˈpɒlənd]n.
overcoat[ˈəʊvəkəʊt]n.
succeed[səkˈsiːd]vi.
graduation[ˌɡrædʒuˈeɪʃən]n.
industrial[ɪnˈdʌstriəl]adj.
uranium[juˈreɪnjəm]n.
ray[reɪ]n.
radioactive[ˈreɪdiəʊæktɪv]adj.
mineral[ˈmɪnərəl]n.
polonium[pəˈləʊniəm]n.
endless[ˈendlɪs]n. ground floor
bench[bentʃ]n.
lead[led]n. false[ˈfɔːls]adj.

T: Now you are given four minutes to read the passage quickly and silently. Try to find the answer to the following question.

What had the Curies been trying to find?
(After a while, teacher checks the answer.)

T: Who knows the answer? Li Lin, you try, please.

S: Pure radium.

T: Right. Now you are given another several minutes to read the text again. Try to find the answers to the questions in Part 4. Of course, if you have some difficulty in finding the answers, you can discuss them in pairs. After a while, I'll check the answers with the whole class.

Suggested answers:

1. Because women were not allowed to study at universities in Poland.
2. Very hard. She was cold, poor and hungry.
3. Very well. She got a first-class degree in physics and a degree in mathematics.
4. Radium, polonium and radioactive.
5. It looks like salt and is extremely radioactive.
6. Lead. Because the rays from radium cannot go through it.
7. None.

Step IV Language Study

T: OK. Now you have understood the detailed information. Maybe you find some sentences hard to understand. Well, look at the screen. I explain them to you.

(Show the following on the screen.)

Phrases:

1. be admitted to
e. g. Five hundred boys and girls are admitted to our school every year. She was lucky to be admitted to Beijing University last year.
2. succeed in
e. g. He didn't succeed in his first experiments.
I'm sure they will succeed in passing the examination.
3. give off
e. g. The gas gave off an unpleasant smell.
4. in honour of sb. /sth.
e. g. A monument was built in honour of their heroic deeds.
A dinner was given in honour of the delegation.
5. above all
e. g. Children need many things, but above all they need love.
Never waste anything, but above all never waste time.
6. work hard at
e. g. You can make rapid progress in your English if you work hard at it.
7. believe in ≠ believe
e. g. Do you believe him?
Yes, I do. But still he isn't a man to believe in.

Sentence:

We must believe that each one of us is able to do something well, and that, when we discover what this something is, we must work hard at it until we succeed.

(Bb: Write the seven phrases and the

sentence—"We must believe that... and that..." on the blackboard.)

T: You should pay more attention to the sentence. It's a complex sentence. The main clause is "We must believe". It was followed by double object clauses, i. e. "double that clauses". In the second Object Clause, "we must work hard" is main clause, "when we discover what this something is" and "until we succeed" are two Adverbial Clauses of time. In the clause "when we discover what this something is", "what this something is" is the Object Clause of verb "discover". Is that clear?

Ss: Yes.

T: OK. Now please read the passage again by yourselves. After a while, let's do some exercises.

Step V Further Comprehension

T: Now let's do some exercises. First look at the screen. Fill in the blanks with the proper words. First do it by yourselves. Then discuss it with your partner. Finally I'll check your answers with the whole class.

(Show the following on the screen.)

Fill in the blanks with the proper words.

Marie was born in Poland. She was very 1 in physics and she read many books 2 the subject. In 1891 she went to Paris to 3 physics because at that time women were not 4 to universities in Poland.

She had very little money to 5 on and worked very 6 when she was in Paris. She lived in a small 7 and she had to 8 an overcoat in her room to keep warm in 9. Two years later she 10 in taking a first-class degree 11 physics. And 12 graduation she took another degree in mathematics.

In 1895 she 13 Pierre Curie, who was then 14 at the School of Physics and Industrial Chemistry at Paris. In 1898 she 15 a new radioactive mineral 16 she named "polonium" in 17 of Poland. From then on, she and Pierre worked together 18 their research. They 19 all their time to working in their laboratory. She said they must work 20 they succeeded.

One evening in 1902 the 21 went to have a look at something in the laboratory. It was really a 22 for them to see a tiny soft light from a glass 23. The matter that the Curies had discovered was 24. It looked 25 ordinary salt, but was one million 26 more radioactive than uranium. In 1903 Marie 27 her doctor's degree for her study 28 radioactive matter.

Suggested answers:

1. interested 2. on 3. study 4. admitted
5. live 6. hard 7. room 8. wear
9. winter 10. succeeded 11. in
12. after 13. married 14. teaching/working
15. discovered 16. which
17. honour 18. on 19. devoted
20. until 21. Curies 22. surprise
23. container 24. radium 25. like
26. times 27. received 28. on

T: Now look at Part 3 on Page 3. Mark these sentences T or F according to the text.

(Then teacher deals with it with the students together.)

Suggested answers:

1. T 2. T
3. F (Another scientist did.)
4. F (She wrote a research paper on it, but her doctorate was on radioactive matter.)
5. T 6. F (1902)
7. F (The work seemed endless; they had been working so hard to find it.)
8. F 9. F 10. T



Blank lined area for lesson preparation notes.



Step VI Workbook

T: OK. Now turn to Page 146. Look at Exercise 2 first. Put these events in the correct order. Then we'll do Exercise 3.

Suggested answers:

Ex. 2. The correct order: 4, 7, 2, 3, 1, 5, 6, 9, 8

Ex. 3. 1. At, to 2. on, on 3. in, of
4. through, except 5. in, in 6. above, in

Step VII Summary and Homework

T: Today we have learned a passage about Madame Curie. We've known her birth, study, marriage and discovery. Of course, we have also learnt some important phrases. After class, read the text again and again, try to remember and master the usage of these phrases. At the same time, preview Lesson 3. Class is over. Bye.

Ss: Bye.

Step VIII The Design of the Writing on the Blackboard

The Second Period

Lesson 2

Phrases:

be admitted to, succeed in, give off, above all, in honour of sb./sth., work hard at, believe in

Sentence:

We must believe that..., and that...

Step IX Record after Teaching

The Third Period

Lesson 3

Teaching Aims:

- Learn and master the following.
 - Phrases: set off, have an effect on, a

time, admire sb. for sth.

(2) Sentence Patterns:

subject + be + adjective + infinitive

subject + make + object + object complement

- Further understand Madame Curie.
- Develop the students' reading ability.
- Revise the Attributive Clause.

Teaching Important Points:

- Train and improve the students' reading ability.
- Master the usage of the phrases and sentence patterns above.
- Master the chief usage of the Attributive Clause.

Teaching Difficult Points:

- How to let the Ss understand the text better, especially the following sentence:
In fact, radium not only damaged their health but also made the laboratory equipment with which they were working radioactive.
- How to let the students spot the usual mistakes made by students in using the Attributive Clause.

Teaching Methods:

- Fast reading to find out the general information in the text.
- Question-and-answer activity to help the Ss understand the text better.
- Pair work or individual work to make every student work in class.

Teaching Aids:

- a tape recorder
- a projector
- the blackboard

Teaching Procedures:

Step I Greetings

Greet the whole class as usual.

Step II Revision and Lead-in



T: Yesterday we learned a passage about Madame Curie. We learned something about her birth, study, marriage and discovery. Who can talk about such things in your own words?

S: Let me try. Marie was born in Poland. She...

T: Very good. Today we're going to learn more things about Madame Curie. First let's learn the new words.

Step III Preparation for Reading

T: Look at the screen. Please read after the tape. Then I explain them to you. (Show the following on the screen.)

cure[kjuə]v.
 disadvantage[ˌdisəd'vɑ:ntidʒ]n.
 effect[ɪ'fekt]n. shock[ʃɒk]v.
 post[pəʊst]n. v. institute['ɪnstitjʊt]
 admire[əd'maɪə]v.
 determination[dɪ'tɜ:mɪneɪʃən]n.
 courage['kʌrɪdʒ]n.

Step IV Reading

T: OK. Now please open your books at Page 4. You are given three minutes to read the passage quickly and silently. Try to find the answer to the question. What does radium do to the human today?
 (After a while, teacher checks the answer.)

T: OK. Time is up. Who knows the answer? Yeah, Xiao Fei, you try, please.

S: It can cure cancer. But it can also cause aches, blindness and a disease of the blood.

T: Very good. Your answer is right. Sit down, please. Now I give you another three minutes to read the passage again. This time you should read carefully, and pay attention to the detailed information. After that, please answer some other questions.

(Show the following on the screen. After a while, deal with them with the

whole class.)

Answer the questions;

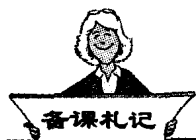
1. Why were polonium and radium two important discoveries?
2. What is the disadvantage of radioactive matter mentioned in the text?
3. What happened to Pierre and Marie after years of working with radioactive matter?
4. 1906 was a difficult year for Madame Curie, wasn't it? Why?
5. What happened to Marie Curie after the death of her husband?
6. Did Marie Curie go to many countries to give speeches about her work?
7. How many Nobel Prizes did Marie Curie receive all her life? When did she receive them?
8. What do you think caused Marie Curie's blindness and illness and finally a disease of the blood?
9. Why is she remembered and admired even today?

Suggested answers:

1. Because polonium can be used to set off a nuclear bomb and radium can be used as a cure for cancer.
2. Radioactive matter is dangerous to work with because it has a bad effect on the blood.
3. Pierre and Marie noticed that their bodies ached and their hands suffered too.
4. Yes, it is. Because Pierre died in a road accident in 1906.
5. Marie Curie was given Pierre's post at the University of Paris as head of the Physics Department.
6. Yes, she did.
7. Marie Curie received two Nobel Prizes all her life. In 1903 she was given the Nobel Prize for Physics. In 1911 she received the Nobel Prize for Chemistry.
8. Radium.
9. Today she is remembered for her de-



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termination and courage, her willingness to share her knowledge, her interest in women's rights, and her medical service during the war.

Step V Language Points

T: OK. Your comprehension is right. But you should also pay attention to the usage of some phrases and sentence structures. Look at the screen.
(Show the following on the screen and then explain them to the students.)

Phrases:

- set off
e. g. We'd better set off at 7 tomorrow morning.
A slight touch will set the bomb off.
- have an effect on
e. g. Loud noises have a bad effect on hearing.
The sudden change of weather may have some effect on his health.

Sentence Patterns:

- sub. + be + *adj.* + inf.
e. g. He is hard to work with.
She's always ready to help others.
The text is difficult to understand.
- In fact, radium not only damaged their health but also made the laboratory equipment with which they were working radioactive.
The structure: subject + verb + object + object complement
e. g. Disney's new ideas made his movies more lively and interesting.
Long years of research made her almost blind.

(Bb: Phrases: set off; have an effect on
Sentence Patterns: sub. + be + *adj.* + inf.
sub. + v. + o. + oc.)

T: In the second sentence pattern, "damaged" and "made" are two coordinate predicate. The second coordinate predicate "made" is followed by a compound object and object is followed by an Attributive Clause introduced by

"with which". Do you understand?

Ss: Yes.

Step VI Writing

R: OK. Now let's look at Part 2. Write one word in each gap. I give you three minutes. Do it by yourselves first. Then compare your answers in pairs. Finally I'll check your answers. Before you do it, I want to point out two structures. Look at the screen.
(Show the following on the screen and explain them.)

- She travelled round France collecting money. = She travelled round France and collected money.
- X-rays were taken; You take an X-ray of someone in order, for example, to see whether they have any broken bones.

Suggested answers:

- In 2. out 3. enough 4. to 5. so 6. to 7. and 8. asked 9. how 10. during/in 11. in 12. by 13. than

Step VII Revise the Attributive Clause

T: In Senior Grade One and Grade Two, we have learned the Attributive Clause. Now who can tell us what relative pronouns and adverbs to introduce the Attributive Clauses.

(Teacher asks someone to answer, then says the following.)

T: OK. Now let's revise the relative pronouns and adverbs and their functions in the clause together.

(Show the following on the screen.)

the relative pronoun	referring to	function in the clause
who	people	subject/object
whom	people	object
that	people/thing	subject/object
which	thing	subject/object
whose (= of whom/which)	people/thing	attribute



the relative adverb	referring to	function in the clause
when (= at/in/on which)	time	adverbial of time
where (= in/at which)	place	adverbial of place
why (= for which)	reason	adverbial of reason

T: (After that) OK. Now let's do some exercises. Look at the screen. Complete the sentences with the words in the box. First do it alone, and then I'll check the answers with the whole class.

(Show the following on the screen.)

who/ whom/ whose/ which/ that/ when/ where/ why

- The laboratory _____ she carried out her research was on the ground floor.
- On the laboratory bench was a glass container from _____ came a tiny soft light.
- In 1895 Marie Curie married Pierre Curie, _____ was then teaching at the school of Physics and Industrial Chemistry at Paris.
- The girl _____ father used to be president of the institute has been admitted to Beijing University.
- The speaker _____ you are going to visit will come to give a speech tomorrow afternoon.
- People will remember the time _____ Madame Curie discovered radium.
- Now I begin to realize the reason _____ they had to carry on their research.
- The matter _____ the Curies had discovered was radium.

Suggested answers:

- where
- which
- who
- whose
- (whom)
- when
- why
- (that/which)

Step V Practice

T: Very good. Now look at Part 3 on Page

5. Complete these sentences with a single word. In fact, it asks you to fill in proper relative pronouns or adverbs.

Do you understand?

Ss: Yes.

T: OK. But you should pay attention to two phrases. "a time" in Sentence 3 and "admire sb. for sth." in Sentence 8. Let's look at their usage first.

(Show the following on the screen.)

- a time
e. g. There was a time when this kind of music was quite popular.
- admire sb. for sth.
e. g. People admire the old teacher for his devotion to duty.

(Write them on the blackboard.)

T: Please do it now by yourselves. And then I'll check the answers.

Suggested answers:

- whose
- (that/which)
- when
- who/that
- where
- who
- whose
- (whom)
- where
- (whom)

T: Let's look at Part 4. Some of these sentences are wrong. In fact, these mistakes are the ones you often make in using Attributive Clauses. Try to find out the mistakes and correct them.

(After a while, check the answers.)

Suggested answers:

- correct
- which → where
- whom → who
- which → who
- correct
- correct
- is → are
- correct
- that → when
- correct

T: Now let's do Part 5. Join the two parts to make a single sentence. It also asks you to practise the attributive clauses. I can give you an example. Look at the first sentence. It can be changed into this: Madame Curie who is admitted by many people is one of the greatest in

