

教育部重点课题研究成果



素质教育 **新** 教案

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全国知名中学科研联合体

修订版

实施素质教育的途径与方法课题组 编

- 为教师减负
- 为家长分忧
- 为学生导航

英语

高中 (第二册下)

高二下学期用

西苑出版社
XIYUAN PUBLISHING HOUSE

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修订说明

伴着新世纪的钟声,《素质教育新教案》从第一版出版发行至今,已经走过了两年的历程。在这两年多时间里,我们收到了全国各地 3500 多封读者来信。从读者来信情况看,大家对《素质教育新教案》基本上是肯定的。广大读者对《新教案》予以很高的评价,并且发表了许多溢美之辞。但是,我们深知,《新教案》离真正实现素质教育理想尚有很大差距。特别是近两年,我国基础教育获得了很大的发展,国务院颁布了《关于基础教育改革与发展的决定》,教育部颁布了《基础教育课程指导纲要》。为了充分体现这些新精神、新观念,我们决定对《新教案》予以重新修订。

一、《素质教育新教案》的修订原则

第一,加大理论联系实际内容。以前中小学各科教案过于强调学科理论体系的完整与严谨,而对如何将学科理论和学生所面临的实际生活结合起来重视不够。本次修订的《新教案》加大把各学科灰色的理论和鲜活的实际生活相结合的内容,使教师和学生更好地理解 and 把握学科知识和生活实际。

第二,实现 4 个渗透。这 4 个渗透是:德育渗透、美育渗透、学科渗透、科学精神和人文精神的渗透。

第三,教案学案一体化设计原则。前两版《素质教育新教案》基本上是针对教师备课使用的。这次修订的《素质教育新教案》尽量增加学生可用的知识内容,争取让更多的学生能从中汲取有益的营养。

第四,体现强烈的时代特点。《新教案》充分体现了知识经济时代对人才综合素质的要求,突出对学生创新能力和实践能力的培养和训练。同时,尽最大可能激发学生的学习兴趣,关注学生的情感态度和价值观的培养。

第五,内容上反映了最新成果。本教案的编写力求在充分理解《国务院关于基础教育改革与发展的决定》基本精神基础上,结合中小学课程教材改革最新进程,总结倡导素质教育以来的最新成果。

第六,可操作性原则。《新教案》的体例设计和教学安排充分考虑到中小学的学习特点,所有教师活动和学生活动均方便操作。

第七,多种教学模式并存的原则。在修订《新教案》时注意了不能整本书只有一种教学模式,尝试将多种教学模式运用到各科教学中。

二、《素质教育新教案》修订时把握的全新理念

《素质教育新教案》应把握的理念很多,为方便起见,特通过与传统教案的比较说明如下:

表现方式	传统的教案	素质教育新教案
教师与学生的位置	以教师为中心	以学生为中心
学生发展的关注范围	单方面发展(智育)	德智体美等多方面发展
知识范围	课内知识的理解	课内知识及课外广泛教育资源的运用
教学模式	灌输—接受	研究性学习
学习方式	独立学习	自主、合作、探究学习
学习反应	被动反应	有计划的行动
学习重点	以知识传授为重点	以能力和素质为重点
学习活动的内容	基于事实知识的学习	批判思维和基于选择、决策的学习
教学的背景	孤立的人工背景	仿真的、现实生活中的背景
教学媒体	单一媒体	多媒体
信息传递	单向传递	(双向)多项交换
评价方式	达标性内容和终结性评价	形成性评价以及这些评价所具有的反馈和激励功能
学习过程	基本知识和基本技能的分解	除双基外,更关注兴趣激发及学习中的情感体验和价值观的形成

三、《素质教育新教案》在原体例结构基础上增加或修改的内容

(一)“素质教育目标”增加“(四)美育渗透点”。

(二)增加“学法引导”,主要包括“教师教法”和“学生学法”。

(三)“学生活动设计”改为“师生互动活动设计”,即在原有“学生活动设计”基础上增加“教师活动设计”内容。

(四)“参考资料”改为“背景知识和课外阅读”,供教师备课参考和学生课外阅读。

(五)增加了“单元复习”教案。

(六)增加了“单元测试题”。

(七)增加了“期中期末测试题”。

(八)每节课增加3~10道题型多样的随堂练习。

(九)高中部分增加“研究性学习”课题及操作过程。初中部分增加“科学探究”课题及操作过程。

(十)语文学科除阅读教案外,还增加听说和写作(作文)等内容的教案设计和训练。

(十一)英语学科,每单元增加一个听力材料。

总之,实施素质教育的主渠道在课堂,实施素质教育的关键在教师。这是教育界的普遍共识。不过,更具建设性的问题是,教师如何通过教案的准备和设计,在课堂教学中渗透素质教育的观念,真真正正地贯彻“以教师为主导,以学生为主体”这一教育思想,这是一个理论上没有正解的课题,实践上,也是一个存在着多元答案的开放性问题。因此,我们组织编写本教案的目的就是为广大教师进行课堂素质教育提供一种参考,而不是一种规范;这是对教学方法的研究,而不是对教学流程的固化。所以,我们希望通过此套教案,促进研讨,边实践边总结,广泛听取意见,把我们大家都很关心的素质教育课题完成得更好。

本丛书涉及到中学的语文、数学、英语、政治、历史、地理、物理、化学、生物九个学科和小学的数字、语文两个学科。

这套丛书的读者对象,首先是有关学科的教师,其次是就读中小学的学生及主管教学工作的领导和开展素质教育科研工作的同志。此外,对关心孩子成长的家长来说,也是不可多得的良好益友。

《素质教育新教案》编委会

2003年1月



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Unit 13 Albert Einstein

一. 素质教育目标

(一) 知识教学点

1. 单词

communist *n.* 共产主义者 *adj.* 共产主义者的ruler *n.* 统治者darkness *n.* 黑暗content *adj.* 甘愿的; 满意的discovery *n.* 发现

the First World War 第一次世界大战

worldwide *adj.* 世界范围的cheque *n.* 支票bookmark *n.* 书签right *n.* 权利

human right 人权

peace *n.* 和平prove *vt.* 证明technical *adj.* 技术的; 工艺的stick[stik](stuck, stuck) *vi. & vt.* 粘住; 钉住; 坚持course *n.* 课程; 过程professor *n.* 教授scientific *adj.* 科学的shy *adj.* 害羞的leading *adj.* 最主要的; 领导的sadness *n.* 悲哀; 忧伤Swiss *adj.* 瑞士的; 瑞士人的 *n.* 瑞士人rule *vt.* 统治fuel *n.* 燃料advance *vt. & vi.* 推进, 促进; 前进advanced *adj.* 高级的; 先进的mathematics *n.* 数学education *n.* 教育; 培养bent *adj.* 弯的respect *vt.* 尊敬; 尊重

2. 词组

go on with

work as

work out

lead to

human right

take sides (in)

used to do

by the time

get along with

ask for

be fond of

as a result

from that time on

stick to

fight for

the First World War

3. 交际用语

Is it...? No, it's not him/her.

Is he/she...?

Who is he/she?

What did he do?

It must be him/her...

4. 句型

(1) The difficulty was how he could prove his ideas to other scientists.

(2) He worked out just how much the light would be bent.

(3) He found it hard to get along with the other boys.



教师备注

(4) Such was Albert Einstein, a simple man and the 20th century's greatest scientists.

(5) As a result, it appeared to scientists on earth that the stars had moved.

5. 语法

主语从句

在复合句中作主语,引导主语从句的有连词 that, whether, 连接代词 who, what, which, 连接副词 when, where, how, why, where, how 等。

(二)能力训练点

1. 运用所学语言,完成课本和练习册中规定的听、说、写的任务。
2. 确切理解课文内容,并完成有关课文内容的练习。
3. 了解爱因斯坦的生平和品德,学习他努力钻研,求真理,淡泊名利等品质。
4. 用英语介绍一位你所了解并钦佩的人。

(三)德育渗透点

让学生了解科学家爱因斯坦的一生,学习他献身科学事业;热爱和平的精神,激发他们努力学习并报效祖国的愿望。



二. 重难点解析

1. Four American students are comparing notes on famous people. 四个学生正在就一些有名的人交换看法。

compare notes—exchange ideas or opinions 交换意见/看法;对笔记 例如:

Every week the managers of the company get together and compare notes.

每周公司的经理们都在一起交换意见。

Mother and Mrs Smith like to compare notes about cooking.

母亲和史密斯夫人喜欢交流烹调方面的看法。

The students often compare notes after class. 学生们经常课后对笔记。

复习已学过的 compare 的用法:

compare...with... 将……与……作比较;对照 例如:

I compared my answers with the teacher's and found I had made a mistake.

我把我的答案与老师的对照一下,发现我有个地方错了。

Compare this with that, and you'll see which is better.

把这个与那个一比,你就知道哪个好了。

If we compare the new China with the old China, we can see what great changes have taken place since liberation. 如果我们把新中国与旧中国加以比较,我们就能看出解放以来发生了多大的变化。

compare...to... 把……比作……;说……像…… 例如:

You can compare the heart to a pump.

你可以把心脏比作水泵。

He compares books to friends.

他把书籍比作朋友。

Shakespeare compared the world to a stage.

莎士比亚把世界比作舞台。note 还作“纸币;钞票;便条;笔记;注释”解。例如:

I don't have any small notes on me.



教师备注

我身上没带小额的钞票。

He wrote a note to Mr Brown.

他给布朗先生写了张便条。

Please make a note of my new address.

请记住我的新地址。

2. I'm doing a word puzzle in this newspaper. 我在猜报上的新字谜。

(1) puzzle *n.* — a thing that is difficult to understand or answer 难以理解或回答的事物 例如:

It remains an unsolved puzzle.

这始终是一个未曾解决的问题。

Newspapers print words puzzles. 报纸登载文字游戏。

It is a puzzle to me how he could know it.

他怎么知道这件事的, 这对我来说是个谜。

(2) puzzle *vt.* — make you think a lot because you do not understand 使……困惑 例如:

The question puzzled all of us. 这个问题使我们都困惑不解。

He puzzled himself over the matter. 他为那件事伤脑筋。

His reply puzzled me deeply. 他的答复使我深为困惑。

do 是一个用法非常广泛的动词, 除了表示“做; 干”外, 它还能替代一些动词, 具有多种词义。例如:

(3) do the dishes 洗餐具 do one's hair 梳头发 do 80 miles 跑 80 英里

3. All through his life Einstein was content to spend most of his time alone. 在爱因斯坦整个一生中, 他乐意孤身一人度过他的大部分时光。

(1) content *adj.* — feeling satisfaction with what one has 满意的, 甘愿的, 常用于 be content to do sth. 或 be content with sth. 的句型中。例如:

He's perfectly content to live in a small house and paint pictures all day.

他住在一所小屋里, 整天画画, 感到十分满意。

She is content with very little.

她易于满足。

I'm not content with beautiful dreams. I want beautiful realities.

我不满足美好的梦想, 我要的是美好的现实。

(2) content *vt.* — to satisfy sb. 使……满足

My apology appeared to content her. 我的道歉显然使她满意了。

4. With the pay that he received and saved, he went on with his studies at university, where he received a doctor's degree in 1905. 用他所得到的报酬和省下来的钱, 他继续完成了大学的学业, 并于 1905 年获得博士学位。

go on with sth. — to continue an activity, especially after a break 继续, 尤指中断后再继续 例如:

After a while, he went on with the work. 过了一會兒, 他继续工作。

If we don't finish the work today, we can go on with it tomorrow. 如果今天完不成工作, 我们可以明天接着干。

degree 又作“度数; 程度”解 例如:

The average January temperature is 3°C (three degrees Centigrade), and in July it is 18°C (eighteen degrees Centigrade). 一月的平均温度是摄氏 3 度, 7 月是 18 度。

SU ZHI JIAO YU
XIN JIAO AN



教师备注

The students have different degrees of ability.

学生们的能力程度各有不同。

5. Besides his work in physics, he spent a lot of time working for human rights and progress.

除了在物理学方面的工作之外，他还花了大量的时间为人权和进步而工作。

(1)注意 besides 和 except 的区别：

besides 和 except 都是介词，都可以作“除了……之外”解，但在含义上是有区别的，不可混淆。besides 是“除了……之外（还有）”的意思，有肯定和附加的含义，即表示“在 $\times \times \times$ 之外，还另加 $\times \times \times$ ”，相当于 in addition to 的意思。例如：

Three girls went to the party besides Xiao Hong. 除小红外，还有三个女孩参加了聚会。（小红参加了聚会，另外三个女孩也参加了。）

All of us passed the English exam besides Alice. 除爱丽斯外，我们大家也都通过了英语考试。（爱丽斯及格了，我们大家也都及格了。）

We invited Jack, Jim and Peter besides Bob. 除了鲍勃外，我们还邀请了杰克、吉姆和彼得。（鲍勃受到了邀请，其他三人也受到了邀请。）

(2)except 是“除……之外（不包括本身在内）”的意思，有否定和排除的含义，表示从整体中除去一部分，着重在“不包括”（not including）的含义上。例如：

All the girls went to the party except Xiao Hong. 除了小红外，其他女孩都参加了聚会。（小红没有参加。）

All of us passed the English examination except Alice. 除爱丽斯之外，我们大家都通过了英语考试。

6. It was said that he found in music the peace which was missing in a world full of wars and killings. 据说，他从音乐里找到了在充满战争和屠杀的世界里所失去的和平。

(1)It is/was said + that 引导的主语从句，这是一个常用的句型，it 是形式主语，译作“据说，……”。例如：

It is said that he has arrived in Beijing.

据说他已到北京。

It was said that Mr Smith had left for London. 据说史密斯先生已去伦敦。

(2)注意 missing 的用法，它是形容词，意为“失去的；不见了的”。不要认为是“被丢失的”，因而用成 missed。例如：

我们在公园里找到丢失的男孩。

错：We found the missed boy in the park.

正：We found the missing boy in the park.

(3)若换用 lose 的分词形式作定语或表语，则应使用 lost。例如：

The car was lost in the darkness.

那辆车在黑暗中消失了。

“丢失”可有下列同义表达：

His car was missing/lost/gone the other day.

7. Such was Albert Einstein, a simple man and the 20th century's greatest scientist. 阿尔伯特·爱因斯坦就是这样的人，一个纯朴的人，一个 20 世纪最伟大的科学家。

句中的 such 是代词，意为“像这样的人/事物”。该词如作表语，一般要置于句首，形成倒装句，而本句在 Einstein 后还有长长的同位语，如将表语置于句末，会形成头重脚轻，结构不明。例如：



Such were the facts.

事实就是这样。

Such would be our home in the future.

我们未来的家可能就是这个样子。

8. **He worked out just how much the light would be bent.** 他计算出光线被弯曲的程度。

work out—to calculate sth.; to find the answer to sth.; to solve sth. 算出; 解出; 想出。work 本来是不及物动词, 但动词短语 work out 是及物的。例如:

He worked out the problem easily.

他很容易地解出了那道题。

Have you worked out the blueprint?

你把蓝图制订好了吗?

9. **But Einstein stuck to his opinion and went on with his research.** 但是爱因斯坦坚持他的意见, 继续进行他的研究。

短语动词 stick to 作“坚持(意见, 看法等)”解, 有“执意不改变”(refuse to change) 的含义。stick to 中的 to 是介词, 后跟名词或代词。例如:

No matter what you say, I shall stick to my plan.

不管你说什么, 我会坚持我的计划。

You have made a good decision, and you should stick to it.

你们作出了一个好的决定, 你们就应当坚持下去。

—Do you always stick to your promises? 你总是坚守诺言吗?

—Yes, I do. 是的。

注意: insist on 也作“坚持”解, 但有“坚持(要干某事)”(to order sth. to happen) 或“强烈要求 (strongly demand sth. or doing sth.) 的含义, 后跟名词或 -ing 形式。例如:

His daughter insisted on coming with him.

他的女儿坚持要同他一起来。

George's father insisted on paying for the meal.

乔治的父亲坚持要付饭钱。

I'm afraid I have to insist on the return of my books at once.

对不起, 我得坚决要求你立即归还我的书。

10. **That is why Einstein and his family left Europe for the USA in 1933.** 这就是爱因斯坦和他的家人于 1933 年离开欧洲去美国的原因。

That is why... 这是一个很有用的句型, 可用于对所叙述的内容作归纳小结。由于这是作者所发表的看法, 所以使用现在时。例如:

That is why bats do not come out in the day-time.

这就是蝙蝠白天不出来的原因。

三. 课时安排

5 课时学完本单元。

第一课时 Lesson 49

第二课时 Lesson 50

第三课时 Lesson 51

第四课时 单元复习与听力



教师备注

第五课时 单元同步测试



四. 师生互动设计

Lesson 49

口头练习: 通过学生对 word puzzle 的理解, 让学生叙述有关填 word puzzle 的基本常识, 人们在什么时候填字谜游戏, 在什么地方能够找到字谜游戏。

实践练习: 提供一些有趣的 word puzzle 让学生填字; 做练习册 L. 49 Ex. 3 "Guessing Game".

Lesson 51

Part 2

1. 形式: 一个学生扮演记者, 一个学生扮演爱因斯坦。

2. 内容: 记者采访爱因斯坦。

3. 活动步骤: (1) 全班讨论课文中的问题; (2) 让学生提出一些问题; (3) 分小组练; (4) 在全班演示。

Lesson 52

根据课文内容以《爱因斯坦和爱玛》为题, 编一个对话或短剧。



五. 教学步骤

Period 1

(一) 明确目标

1. Know about how a "word puzzle" works.
2. By working on the word puzzle, let the students know enough about the people and what they did for the progress of our world.
3. Study the language points concerned with the dialogue.

(二) 整体感知

Step 1 Revision

Ask some students to tell what they did during the winter vacation.

Ask the students the names of as many famous scientists as they know. And then explain to the class what each person did.

Step 2 Presentation

Collect as much information as possible from the students about Albert Einstein. And then write the information on the blackboard.

Step 3 Play the game "Word Puzzle"

What's a "word puzzle"?

Word puzzle: Word puzzle is a kind of game many people play for fun. Usually it is based on the spelling of words. You have to circle out the right spelling of words among a lot of letters. The answers can be from right to left, from top to bottom or even in slanting ways.

Step 4

Show students a word puzzle with answers already circled out.



教师备注

Step 5

When do people play and where can we usually find "Word Puzzle"?

Suggested answers: We can usually find people playing word puzzle when waiting for buses, on a train, during family gathering etc.

[Suggested answers: in the newspapers, magazines etc.]

Step 6

Hand - outs with some word puzzles based on some newly - learned words for the students to play.

(三) 教学过程**Step 7 Reading**

Look at the picture on P 1 and describe what you see in the picture. Today we are going to learn a dialogue about a word puzzle. Read the dialogue so quickly and find the names of the four famous persons.

Read the dialogue again to find the answer to each question:

1. Which name is Student A trying to find?

- | | |
|---------------------|---------------------|
| A. Abraham Lincoln. | B. Karl Marx. |
| C. Alexander Bell. | D. Albert Einstein. |

2. Who made the first telephone?

- | | |
|---------------------|---------------------|
| A. Karl Marx. | B. Alexander Bell. |
| C. Albert Einstein. | D. Abraham Lincoln. |

3. What was Albert Einstein?

- | | |
|---------------------|-------------------------|
| A. A famous doctor. | B. A communist. |
| C. An inventor. | D. A physics professor. |

4. What are the four students doing?

[They are comparing notes on famous people.]

5. How many famous people are mentioned in the dialogue? Can you remember who they are?

[4 famous people are mentioned in the dialogue. They are Abraham Lincoln, Karl Marx, Alexander Bell and Albert Einstein.]

6. Will you tell us something about the four great men— Abraham Lincoln, Karl Marx, Alexander Bell and Albert Einstein?

[suggested answers:]

Abraham Lincoln: He was an American president who fought for the freedom of slaves in the USA.

Karl Marx: He wrote books about communism and he said that all communists should help each other.

Alexander Bell: He made the first telephone.

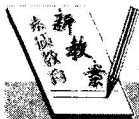
Albert Einstein: He was a famous professor of physics. He was born in Germany and spent the last part of his life in the USA. We will learn more about this great scientist in this unit.

Step 8 Dialogue

Play the tape for the students to listen and repeat. Then let them practice in groups.

Step 9 Listening

Play the tape two or three times as necessary. Pause at important points and give the students help as necessary. Let them discuss their answers in pairs and then check them with the whole class.



教师备注

(四) 总结、扩展**Step 10 Language focus**

1. compare notes on /about

At the meeting, they compared notes on some technical problems.

Housewives like to compare notes about cooking.

2. do a word puzzle

After school, they often do word puzzles.

It is said that those who like to do word puzzles are clever.

3. fit the puzzle

One minute is given to you for fitting the puzzle.

They often try to fit together the Chinese puzzle of seven pieces of wood.

Step 11 Homework

1. Show the students an example and make them know how to do the exercises.

2. (1) Read the dialogue and finish off the exercises.

(2) Have a good preview about L.50

(五) 板书设计

compare notes on /about

At the meeting, they compared notes on some technical problems.

Housewives like to compare notes about cooking.

do a word puzzle

After school, they often do word puzzles.

It is said that those who like to do word puzzles are clever.

fit the puzzle

One minute is given to you for fitting the puzzle.

They often try to fit together the Chinese puzzle of seven pieces of wood.

(六) 随堂练习

Fill in the blanks with the phrases given in the box, change the form if necessary.

right, peace, rule, course, professor, scientific, darkness, shy, discovery,
prove, respect, sadness, advanced, technical, education

1. We have learned a lot of _____ technology from the developed countries.
2. Teachers in our country are _____ by people.
3. The scientists have made some wonderful _____ in science in recent years.
4. Though he is a student of science, he took an art _____ at university.
5. From his speech, I judge he is a man of high _____.
6. He is only in his thirties. He is the youngest _____ at Beijing University.
7. It is a danger to Middle Eastern _____.
8. Here in the north, it would be terribly cold when _____ came.
9. He has had good _____ training.
10. Now he was dead. I could not get away from my _____.
11. George III _____ Great Britain for 60 years.



教师备注

12. He is reading his students' _____ papers.
 13. You have no _____ to do such a thing.
 14. _____ as she was, she was direct with her questions.
 15. Can you _____ where you were on May 3rd?

Answers:

- | | | | |
|--------------|--------------|----------------|----------------|
| 1. advanced | 2. respected | 3. discoveries | 4. course |
| 5. education | 6. professor | 7. peace | 8. darkness |
| 9. technical | 10. sadness | 11. ruled | 12. scientific |
| 13. right | 14. Shy | 15. prove | |

Period 2

(一) 明确目标

1. Study this lesson to know more about the life and work of the greatest scientist—Einstein.
2. The students are trained to improve their reading ability.

(二) 整体感知

Step 1 Revision

1. Check the homework exercises.
2. Oral translation .

- | | |
|----------|-------------|
| (1) 意见 | (2) 猜字谜 |
| (3) 美国总统 | (4) 为自由而战 |
| (5) 互相帮助 | (6) 著名物理学教授 |

(三) 教学过程

Step 2 Reading

1. Lead - in

What scientific work is Einstein famous for? (Physics.)

Where did he spend the last part of his life? (In the USA.)

2. Fast reading.

- (1) As a boy Einstein didn't _____.
 A. ask many questions B. enjoy school very much
 C. learn maths D. have close friends
- (2) The period between _____ was important one for Einstein, he began the research and studies which led to his new discoveries in physics.
 A. 1879 and 1905 B. 1918 and 1921
 C. 1933 and 1940 D. 1905 and 1915
- (3) When he was invited to teach at an American university, Einstein _____.
 A. asked for very little salary B. didn't accept the job
 C. didn't like the job D. refused to speak
- (4) "Einstein once used a check for \$ 1500 as a bookmark and lost the book." refers _____.
 A. he was very rich