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

高二英语

【上册】

志鸿优化
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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，科学合理地分配课时。

●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

MU LU 目录

Unit 1 Making a difference

备课札记

Ⅰ. Brief Statements Based on the Unit

Do you like science? Do you want to be a scientist in the future? Definitely most of us do. Do you want to know more? The whole unit of Unit 1 Making a difference will tell you more about science and scientists. It will be taught in five periods. Warming up, listening and speaking will be dealt with in the first period. In the beginning, the pictures of one great writer and three outstanding scientists and their famous sayings are shown before the students. They all made great contributions to the world and are respected by thousands of millions of people, including our middle school students. By talking about great scientists and their famous quotes, the students will be encouraged to devote themselves to science. Listening is about the scientists' description. Detailed exercises are designed for them to do. After doing this, the students' ability to listen will surely be improved. Speaking is well designed. The students are divided into groups to discuss about science and decide which branch is the most important and useful for society. After the debate, the students' ability to speak is improved, for this is an interesting topic and we are sure all the students will be interested in it. In the second period, we deal with Pre-reading, Reading and Post-reading. The text is about an outstanding British scientist of this century. He is a man with disability. He can't speak and can only move on his wheelchair. When he speaks he has to speak through a computer. He devotes himself to science and achieves great success. In 2002, he visited our country and spoke to many university students. There is no doubt that his unyielding spirit is encouraging thousands of millions of people. His words, "people often think that science is a number of 'true' facts that never change… and even the best theory can turn out to be wrong." Shorten the distance between science and all of us. While reading the whole text and doing the exercises before and after the text, the students will learn the fine quality of the great scientist, as well as learning plenty of useful words and expressions. Meanwhile their reading ability will be improved as well. Word study and Grammar are dealt with in the third period. Especially in Grammar a lot of exercises about infinitive are designed. After doing them, this part will surely be well mastered by the students. The fourth period deals with integrating skills. In the reading passage, the question "how to make a scientist" will be answered. It tells us that if knowledge is power, then perhaps creativity can be described as the ability to use that power. Scientists must be creative and use their imagination all the time. In the end, the students are required to write about their favourite scientist. After learning all the contents of this unit, the students are sure to write the passage well. In the fifth period, we'll deal with the grammar—the Infinitive.

Ⅱ. Teaching Goals

1. Talk about science and scientists.
2. Practise describing people and debating.
3. Learn more about the Infinitive.
4. Write a descriptive paragraph.

Ⅲ. Teaching Time: Five periods

Ⅳ. Background Information

1. THE BEGINNING OF TIME AND A REMARKABLE MAN CALLED STEPHEN HAWKING

If you have ever thought about how the universe began and whether time has a beginning or an ending, then you should know about a 55-year-old Englishman called Stephen Hawking.

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Why? Because he is considered to be one of the brainiest men in the world and to be the modern successor of Albert Einstein.

Stephen has spent his life studying and thinking about the origins of the universe and how it can be explained by using the modern theories of physics such as Relativity and Quantum Mechanics. His discoveries and his scientific proposals have been revolutionary. People call him a genius.

Just as amazing is the fact that since his early twenties, he has been suffering from an incurable disease of the nervous system which has affected his movements and his speech. But, fortunately, although he must use a wheelchair and other technical aids to do things, his brain functions perfectly. Indeed, it functions better than the vast majority of people's. So, in spite of a severe disability, he has made tremendous contributions to our understanding of our universe.

So, what does Stephen think about the beginnings of our world? Well, he thinks (along with others) that it began around fifteen billion years ago. He also thinks that our universe was probably created by an enormous explosion, a "Big Bang". This is a view held by many cosmologists (scientists who study the universe).

But scientists hold different views about what the universe was like before the Big Bang. Some people think that there is no way that modern physics can explain or predict anything before the Big Bang. Many other people think that the Big Bang must have been the work of God.

Stephen Hawking has his own view on what the universe was like before the Big Bang. He has suggested that, yes, we can say that the universe and time began at one particular point (a Big Bang). But, this one point was just an ordinary point in time like, say, the north pole is a point on the smooth surface of the earth. It was not a point of real beginning, just a point.

Stephen believes that if we can use our present knowledge of the laws of physics to understand how the universe began, then we will not have to believe that a "God" or a spiritual force made the Big Bang.

What do you think about our beginnings? If you would like to read more about Stephen's ideas on the origins of the universe, then you should read his best seller *A Brief History of Time*.

In spite of his difficult illness and his confinement to a wheelchair, Stephen Hawking works as a Professor of Mathematics at Cambridge, holding the same position held by another famous scientist, Isaac Newton, in 1663. It may be that the name Hawking could become just as well known in history as that of his famous predecessor.

2. Stephen Hawking in China

Stephen Hawking, the disabled author of *A Brief History of Time* is launching his second journey to China in Hangzhou of Zhejiang Province. His first visit was over 10 years ago.

The great theoretical scientist has been invited to attend a state-of-the-art mathematics research institute at Zhejiang University, Hangzhou-based *Dushi Kuaibao* reported.

On Sunday evening, he made his debut at a press conference held at Shangri-La hotel, Hangzhou. Hawking appeared at about 5:00 p. m. with his wife.

The 50-year-old man answered a total of nine questions with the help of his computer.

"Experts in theoretical science are dispersed around the world, but we need communication. I am very glad that the world's first-class conference is being held in China this time," he said.

"I find the real universe much more interesting than the one in the film *Star Wars*," Hawking joked. "I encourage young people to study theoretical physics first if they are interested in it."

Stephen Hawking has worked on the basic laws which govern the universe. With Roger Penrose he showed that Einstein's

General Theory of Relativity *implied* space and time would have a beginning in the Big Bang and an end in black holes. These results indicated it was necessary to unify General Relativity with Quantum Theory, the other great scientific development of the first half of the 20th century.

One *consequence* of such a unification theory would be that black holes would not be completely black, but *emit* radiation and eventually *evaporate* and disappear. Another conjecture is that the universe has no edge or boundary in imaginary time. This would imply that the way the universe began was completely determined by the laws of science.

But the talented man who has produced such rich work suffers serious *Amyotrophic Lateral Sclerosis* (*ALS*). He is one of the 350 000 sufferers in the world. The disease kills over 100 000 people every year.

"I like life and I love life, my family and music give me the greatest happiness," smiled Hawking, who can only move three fingers.

In the coming year, Hawking said he is scheduled to write a new edition of *A Brief History of Time* for young children.

"*A Brief History of Time* is my first book for common people. But I later found that I could write it in a more simple way," he answered. "So I decided to rewrite it so that all people can read it easily."

The First Period

Teaching Aims:

1. Learn and master the following words: inspiration, perspiration, undertake, analysics, obvious, within, quote
2. Talk about science and scientists.
3. Listen to the description of some scientists.
4. Do some speaking, describing people and debating.

Teaching Important Points:

1. Train the students' listening ability by listening practice.
2. Train the students' speaking ability by talking about science and scientists, describing people and debating.

Teaching Difficult Points:

1. How to improve the students' listening ability.
2. How to help the students finish the task of speaking.

Teaching Methods:

1. Warming up to arouse the students' interest in science.
2. Listening-and-answering activity to help the students go through the listening material.
3. Individual, pair or group work to make every student work in class.

Teaching Aids:

1. a multimedia
2. a tape recorder
3. the blackboard

Teaching Procedures:

☞ Step Ⅰ Greetings

T: Good morning/afternoon, everyone.

Ss: Good morning/afternoon, Miss/Mr. ×.

☞ Step Ⅱ Warming up

T: There are many outstanding scientists in the world, who made great contributions to society and science. Now please make a list of the names of some scientists and their contributions. Write them down on a piece of paper. After a while, I'll collect your answers.

(Teacher goes among the students. After a while, collect their lists of names and contributions.)

T: What great scientists do you know? And what are they famous for? Wang Bin.

S: Maria Curie is famous for her discover-

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ies of radium and polonium and Zhang Heng is famous for his seismograph.

S: Thomas Alva Edison is famous for the invention of the light bulb.

S: …

(While the students answer the questions, teacher can write the names of some scientists and their discoveries or inventions on the blackboard.)

(Bb: Scientists Contributions
Maria Curie Radium/Polonium
Zhang Heng Seismograph
Charles Darwin The Theory of Evolution
Thomas Alva Edison The light bulb
Albert Einstein The Theory of Relativity
… …)

T: Well done. I think you are all interested in science and scientists. What do you think makes a successful scientist? Have a discussion and make a list of what you have already known and what you would like to know. Discuss it in pairs or in groups of four. After a while, I'll ask some of you to report the results of your discussion.

(Three minutes later, teacher begins to collect the results of their discussion.)

T: Who'd like to tell me what makes a successful scientist? Any volunteers?

S: I think it is the way he uses his tools that makes a successful scientist.

S: I think a successful scientist must have much imagination and intelligence and he must be creative and hard-working.

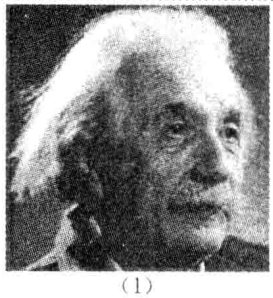
S: I think a successful scientist must be confident, curious and careful. But what I'd like to know is what made him/her interested in science.

(While the students report their results, teacher can write some words describing a successful scientist on the blackboard.)

(Bb: creative, hard-working, curious, careful, confident)

T: Now I'll show you the photos of some famous scientists. You should try to tell us who they are.

(Show the screen.)



(1)

(2)

(3)

T: Look at the photos on the screen. And tell me who they are. Who is the person in Picture 1?

S: Albert Einstein.

T: Right. Can you say the name of the person in Picture 2, Ma Haoran?

S: I think it's Madame Curie.

T: Yeah. Sit down, please. The third picture?

S: Galileo Galilei.

T: Right or wrong?

Ss: Wrong. It is Thomas Alva Edison in Picture 3.

T: Good. They are all very famous in the world. You must have read some quotes from them. For example, never

leave that until tomorrow, which you can do today, which is from Benjamin Franklin. Now look at the quotes on the screen.

(Show the quotes on the screen.)

Some quotes from famous scientists:
1. Genius is one percent inspiration and ninety-nine percent perspiration.
2. Imagination is more important than knowledge.
3. Nothing in the world is to be feared; it is only to be understood.

T: Whom do you think these quotes are from and do you know what they mean? Discuss these questions in groups of four and tell us whether you agree with what they said. You're given five minutes to have your discussion.

(Teacher may go among the students and join them in their discussion.)

T: (Five minutes later.) What's the meaning of the first quote, Wu Liping?

S: I think it means that if we make great efforts to do something, we'll succeed. And no matter how clever he is, a person will fail if he doesn't try his best.

T: Very good. Who do you think said this quote?

S: I think it was Thomas Alva Edison who said it. In Chinese, it means "天才就是百分之九十九的汗水加上百分之一的灵感。"

T: Do you agree with it?

Ss: Yes.

(Teacher asks two other students to explain the other quotes and tell who said them.)

S: "想象力比知识更重要。"(Albert Einstein)

If you want to succeed, it's more important for you to have imagination than knowledge.

S: 生活中没有什么可怕的东西，只有需要理解的东西。(Maria Curie)

There are only things to be understood in the world, while there is nothing to be feared.

T: Do you know any other quotes about science and thinking?

(One student stands up.)

S: I'd like to have a try. Wisdom is only found in truth. —Johann Wolfgang von Goethe

S: Knowledge is power. —Francis Bacon

...

(Ask the students to open the books at Page 1 and let them have a discussion about the quotes and pictures in Warming up.)

T: (A few minutes later.) We have learnt some quotes now. If you want to know more about quotes about science and thinking, you can collect more information in the library or on the Internet after class.

☞ Step Ⅲ Listening

T: OK. Now let's do some listening practice on Page 2. Today we are going to listen to the descriptions of some famous scientists. Before listening to the tape, please read the requirements by yourself quickly. When I play the tape for the first time, you just listen to get the general idea. The second time I play the tape, you should try to finish the exercise. The last time, check your answers. Are you clear?

Ss: Yes.

T: OK. Let's begin. Please listen carefully.

(Teacher plays the tape for the students to listen and pauses the tape for the students to write down their answers when necessary. In the end, check the answers with the whole class and give some explanations or play the tape again if necessary.)

☞ Step Ⅳ Speaking

T: Now let's look at the speaking part on Page 2. Work in groups of five. Each group member represents a branch of sci-

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ence, for example, biology, maths, chemistry, physics, computer science. You are going to debate each other to see which branch of science is the most important and useful for society. First you should decide who will represent each branch and then prepare your role card and them begin to debate. Are you clear?

Ss: Yes.

T: You can use the expressions at the bottom of this page when you debate each other. They are very helpful.

(Five minutes later, teacher checks their debate.)

T: Which group would like to give a performance? Please come to the blackboard.

(One of the groups come to the blackboard and begin their debate.)

S: I think that biology is the most important and useful science because it is essential to protecting the ecological balance and environment. People can't live without living things. Furthermore, biology goes hand in hand with our life. If there were no science of biology, there would not be medicine. In a word, biology is the most important and useful.

S: Well, maybe, but I think that chemistry is the most important and useful, because chemistry is the key to the progress of the human being. Besides, it is chemical reaction that produces many new things.

S: It is hard to say. There are many physical products. And physics is widely used in many fields, such as medicine, industry and agriculture. There would be no life without physics. So I think physics is the most important and useful science.

S: That's true. But maths is the basic science. You can't learn physics or chemistry well without a good knowledge of maths. Maths is a tool in science and engineering. Therefore, maths is the most important and useful science. What's your idea?

S: Well, there is no doubt that maths is an important and useful science. In my opinion, the most important and useful science should be computer science in our modern information society. The computer is now an indispensable tool in many fields. It can settle all kinds of problems at a high speed and can help people work easily. So I think computer science is the most important and useful science.

☞ Step Ⅴ Summary and Homework

T: Today we've done some listening and speaking. We have also talked about science and scientists. After class, please search more information about science and scientists on the Internet or in the library. And don't forget to preview the reading material "No Boundaries". So much for today. Class is over.

☞ Step Ⅵ The Design of the Writing on the Blackboard

Unit 1 Making a difference

The First Period

Scientists	Contributions
Maria Curie	Radium/Polonium
Zhang Heng	Seismograph
Charles Darwin	The Theory of Evolution
Thomas Alva Edison	The light bulb
Albert Einstein	The Theory of Relativity
…	…

Some words describing scientists:

creative, hard-working, curious, careful, confident…

☞ Step Ⅶ Record after Teaching

The Second Period

Teaching Aims:

1. Learn and master the useful words and phrases.
2. Train the students' reading ability.
3. Let the students learn from Stephen Hawking.

Teaching Important Points:

1. Master the following phrases and sentence pattern:
   work on, go by, be engaged to, go on with sth., dream of, turn out
   There is no point(in) doing sth.
2. Enable the students to understand the text better.
3. Improve the students' reading ability.

Teaching Difficult Points:

1. How to make the students understand the reading text better.
2. How to make the students understand the following sentence.
   There didn't seem much point in working on the PhD.

Teaching Methods:

1. Scanning the text to get some information about Hawking.
2. Careful reading to answer some detailed questions.
3. Discussion after reading the passage to make the students learn how to use the scientific method to solve the problem.
4. Individual, pair or group work to make every student work in class.

Teaching Aids:

1. a computer
2. a tape recorder
3. the blackboard

Teaching Procedures:

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☞Step Ⅰ Greetings

Greet the whole class as usual.

☞Step Ⅱ Lead-in and Pre-reading

T: Yesterday we learnt some quotes from some famous scientists like Albert Einstein, Thomas Alva Edison…
Look at the picture in our books.
Do you know who the person is?

Ss: The person is Stephen Hawking.

T: Yeah. Very good. He is Stephen Hawking, one of the greatest physicists of our time. Do you know what book he published in 1988?

Ss: Yes. *A Brief History of Time*, which is very popular.

T: OK. I think maybe you know something about Hawking. Do you want to know something more about him?

Ss: Yes.

T: OK. Today we are going to learn a passage about Stephen Hawking. It will tell us Hawking's determination, thoughts and some theories. Before we read the passage, first let's learn some new words and phrases in this unit.
(Teacher deals with the new words on Page 105 with the whole class.)

T: Now open your books and turn to Page 3. Look at the questions in Pre-reading quickly and then scan the text as quickly as possible and find the answers to them.
(Teacher gives the students three minutes to scan the passage. Later, ask three students to answer the three questions.)

T: (Three minutes later.) Have you finished?

Ss: Yes.

T: Wang Xi, the first question: Why did Stephen Hawking need a PhD?

S: Because he wanted to get a job.

T: Right. The second question: When did

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Hawking become famous? Who'd like to have a try?

S: Let me try. Hawking became famous in the early 1970s, when he and American Roger Penrose made new discoveries about the Big Bang and black holes.

T: Good. The last question: When did Hawking visit Beijing? Any volunteer?

S: In 2002, Hawking visited China and spoke to university students in Hangzhou and Beijing.

☞ Step Ⅲ Reading

T: Well done. Sit down, please. Now read the passage once again. This time you should read it as carefully as possible. Then answer some detailed questions on the screen. Of course, you can discuss them in pairs if necessary. Now, begin.

(Teacher shows the following questionnaire on the screen.)

1. What did Stephen Hawking do when he was told that he had an incurable disease?
2. How would most people feel when they were told that they had incurable diseases?
3. What did Hawking write in 1988?
4. What did Hawking explain in the book *A Brief History of Time*?
5. According to Professor Hawking, how do people misunderstand science?
6. What are the basic steps of the scientific method?
7. What is it that Hawking doesn't like about his speech computer?

(Several minutes later, teacher checks the answers.)

Suggested answers:

1. Instead of giving up, Hawking went on with his research, got his PhD and married the girl. He continued his exploration of the universe and travelled around the world to give lectures.
2. Most of people would probably feel very sad and give up their dreams and hopes for the future.
3. He wrote A *Brief History of Time* in 1988.
4. In the book, Hawking explains both what it means to be a scientist and how science works. He tells readers about how discoveries are made and how they change the world.
5. According to Professor Hawking, people often think that science is a number of "true" facts and never changes.
6. First, scientists observe what they are interested in. To explain what they have seen, they build a theory about how 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.
7. Hawking doesn't like his speech computer giving him an American accent.

(After checking the answers, teacher says the following.)

T: OK. Now you have understood the detailed information. Please pick out the phrases or the sentences that you don't understand. First have a discussion with your partner and exchange your different points. Then I'll explain some language points to you.

(Teacher goes among the students and collects the difficult points that the students can't understand after the discussion.)

T: Now, let's look at the screen. I'll explain some language points to you.

(Show the screen.)

Useful expressions:

1. work on + *n.* / *pron.* / *v.*-ing

e.g. He is working on a report of the experiment.

He is working on inventing a new machine for office work.

2. go by: pass
e. g. Time went by slowly.
And so the months and years went by.
3. be/get engaged(to sb.): be bound by a promise to marry
e. g. Tom is/gets engaged to Mary.
Tom and Mary are/get engaged.
4. go on with sth.: continue with sth.
e. g. Go on with your work.
You may go on with your discussion.
5. dream of: imagine
e. g. I have always dreamed of a trip to England.
He dreamed of becoming a pilot when he was in the middle school.
6. turn out: prove(to be)
e. g. Everything turned out satisfactory.
It looked like rain this morning, but it has turned out to be a fine day.
Sentence pattern:
There is no point (in) doing sth. = There is no good reason for doing sth.
e. g. There is no point in doing so.
There is not much point in complaining; they never take any notice.

(Bb: work on, go by, be/get engaged(to sb.), go on with sth., dream of, turn out, There is no point(in) doing sth.)

☞Step Ⅳ Listening and Consolidation

T: Now I'll play the tape. You can follow it in a low voice. Pay attention to your pronunciation and intonation.

(After that, teacher asks the students to do Ex. 1 in Post-reading.)

T: OK. Now look at Ex. 1 in Post-reading. Choose the best answer for each of the questions. If you have some difficulty, you may discuss it with your partner. After a while, I'll ask some of you to do it.

(The students begin to prepare this exercise. After a while, teacher begins to collect the answers.)

Suggested answers:

1. C 2. B 3. B

☞Step Ⅴ Discussion

T: OK. Let's have a discussion. Work in pairs or in groups of four. Discuss how to solve the problems in the scientific method.

(Show the following on the screen.)

How would you use the scientific method to solve the following problems?
1. How can we grow rice in areas where there is little water?
2. How can I make my bike go faster?
3. What was life like 5 000 years ago?
4. How can I improve my English?
5. How do people make friends?

(Give the students four minutes to discuss those questions. Teacher may go among the students and join them. Four minutes later, ask some students to report their results of the discussion.)

Suggested answers:

1. We can develop a new kind of rice which doesn't need much water.
2. We can fix an electric engine to the bike.
3. People lived in caves, wore skins of animals, ate wild fruits and wild animals.
4. You can improve your English by listening more, speaking more and practising more.
5. People can make friends by attending a party, writing letters or chatting on the Internet.

☞Step Ⅵ Summary and Homework

T: In this class, we've read a passage about a famous scientist—Stephen Hawking. We've known that Hawking is a disabled person with a strong will. We should learn from him. We've also learned some words and phrases in the text. After class, you should learn all of them by heart and try to use them freely and correctly. Read the text again and again till you can read it fluently and recite some

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important sentences. What's more, don't forget to preview "Word study and Grammar" in the next period. Well, that's all for today. Class is over.

☞ Step Ⅶ The Design of the Writing on the Blackboard

Unit 1 Making a difference

The Second Period

Useful expressions:

work on	be/get engaged(to sb.)
go by	go on with sth.
dream of	turn out

Sentence pattern:

There is no point(in) doing sth.

☞ Step Ⅷ Record after Teaching

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The Third Period

Teaching Aims:

1. Learn and master the phrase: use up
2. Review the words learnt in the last two periods.
3. Learn how to explain the words in English.
4. Learn and master the usages of the Infinitive.

Teaching Important Points:

1. Master the phrase: use up
2. Master the usages of the Infinitive.

Teaching Difficult Points:

1. How to help the students learn to explain words in English.
2. How to help the students master the usages of the Infinitive.

Teaching Methods:

1. Review method to help the students remember what they have learnt before.
2. Explanation and inductive methods to make the students master the usages of the Infinitive.
3. Individual work or pair work to make every students work in class.

Teaching Aids:

1. a projector and some slides
2. the blackboard

Teaching Procedures:

☞ Step Ⅰ Greetings and Revision

Greet the whole class as usual.

T: Yesterday we learnt a passage about Stephen Hawking. You must have learnt something from him, I think. What did you learn from him, Li Ming?

S: We should have a strong will whatever we do.

T: What about you, Wang Peng?

S: We should have an indomitable spirit when we want to achieve great success.

T: Yes. It was the indomitable spirit that led Stephen Hawking to his great success. As long as we have this spirit, we can do it successfully no matter what we want to.

☞ Step Ⅱ Word Study

T: OK. We also learnt some important words in the last period. Now let's have a dictation. Please take out a piece of paper and write them on it. (After dictation, ask the students to check their words in pairs.)

T: OK. Now we have known the Chinese meaning of each word. Let's do an exercise to see how to explain some words in English, according to the meanings of the sentences. Please turn to Page 5. Let's do the exercise in Word Study. Choose the closest meaning to the underlined word in each sentence. Before we do it, we'll learn a new phrase: use up.

(Write it on the blackboard. And give some explanations and two examples.)

(Bb: use up He has used up all his strength.

The boy has used up all the money for only three days.)

T: Are you clear about the use of "use up"?

Ss: Yes.

T: OK. Do the exercise by yourself. You can discuss it with your partner if necessary. I'll check the answer in a few minutes.

T: (A few minutes later.) Now I'll ask some of you to give your answers. At the same time, translate the sentences into Chinese.

(Teacher asks the students to do it one by one.)

Suggested answers:

1. A 这对夫妇花光了所有的钱去找他们六个月前失踪的五岁儿子。
2. C 大家很容易看出她不高兴。
3. B 牛顿自言自语,"为什么苹果会落到地上,而不会飘向空中?"后来他发现了万有引力定律。
4. A 科学家预言在未来的十年内,环境污染还会更严重。他们告诫人们如果我们不采取措施解决这个问题,我们将会毁灭我们的星球。
5. B 哈利观察那颗星体的运动已有多年了,并且发现每 76 年它就轮回一圈。
6. A 警察发现这个人的指纹和在犯罪现场提取的不一样后,就放他走了。

☞ Step Ⅲ Grammar

(Teacher writes some sentences on the blackboard.)

(Bb: 1. He hoped to visit China again.

2. It took a lot of time to finish the report.

3. Please give the boy something to play with.

4. He went home to see his sick mother.

5. Her wish is to become a pop singer.)

T: Now look at the sentences on the blackboard. And tell me the function of the underlined part in each sentence. Who'd like to do the first? (One students stands up.)

S: Let me try. In the first sentence, "to visit China again" is used as the object.

T: Good. The second, Ma Lu?

S: In the second sentence, I think, "to finish the report" is used as the attribute modifying "time".

T: What he said is right or wrong?

Ss: Wrong. It is used as the subject, not the attribute.

T: Yes. "To finish the report" is used as the subject. It is more usual to use formal subject "it" and the infinitive phrase is usually placed at the end of the sentence, that is "it is … to do sth.". Are you clear, Ma Lu?

S: Yes.

T: Now let's look at the third sentence. Any volunteer?

S: "To play with" is used as the attribute.

T: Is what she/he said right or wrong?

Ss: Right.

T: Yes. Look at the fourth sentence. Li Jia, you have a try.

S: Here "to see his sick mother" is used as the adverbial for purpose.

T: Good. Now look at the last sentence. Let's do it together.

T and Ss: "To become a pop singer" is used as the predicative.

T: Now you have known some usages of the infinitive. Let's do an exercise on the screen.

(Show the exercise on the screen.)

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