



前言

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真正上好一节课的前提,就是要有一个让人赏心悦目的好教案。

当今素质教育下的考试改革和教材改革带动了课堂教学改革,课堂教学改革的关键是教案的革命。过去的教师一言堂怎样变成今天的师生互动大课堂;过去的以知识为主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;过去的上课一幅挂图怎样换成今天的多媒体,这些都是课堂教学改革面临的重要课题。有的教师牺牲节假日苦熬也不得要领,有的教师挑灯夜战也不得其法。为了帮助广大教师更好地把握新教材,推广优质教研成果,我们特意组织了一批富有新教材教学经验的教育专家、教研人员和一线优秀教师,依据教学大纲要求编写了《高中新教材优秀教案》一书。

本书在编写过程中,力求做到以下几点:

1. 渗透先进的教育思想,充分利用现代化教学手段,提高课堂教学效果。整个教案体现教师主导作用和学生主体地位兼顾,立足以学生发展为中心,注重学生学习能力及思维方式的培养。
2. 教材分析辩证精辟,对教材内容的取舍精当,力求突出重点,突破难点。
3. 参照新大纲要求,结合新教材特点,科学合理地分配课时。
4. 科学组织课堂教学,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。注重活动课的设计,体现课堂内师生间、学生间灵活互动。
5. 板书设计明晰、准确,并力求网络化以起到在教学过程中画龙点睛的作用。
6. 注重技能、技巧的传授,由课内到课外,由知识到能力,追求高水平的教学艺术。
7. 以教材内容的“节”或“课”为教学单位,分课时备课(每课时教案字数在 4000~5000 字之间)。



8. 展示了目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。

依据教案撰写的规律和教学的实际需求,本书主要设置了如下栏目:

[教学目标]以教材内容的“节”或“课”为教学单位,简明扼要地概括,分条叙述。其内容按文道统一的思想,涉及德育与智育两大方面,让学生的学习做到有的放矢。

[教学重点]简明准确地分条叙述各课(节)中要求学生掌握的重点知识和技能。

[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]具体地反映最新的教学思想和独到的授课技巧,突出实用性。

[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和理解。

[备课资料]联系所授内容,汇集生活实际、社会热点、科技前沿等领域内与之相关的材料,形成资料性强的鲜明特点。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。

本套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、实用性和参考价值。

我们愿以执着的追求与奉献,同至尊的同行们一起共同点亮神圣的教坛烛光。

编者

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Unit 13 Albert Einstein

I. Words and Phrases

ruler	L. 49	Four skills
go on with, the First World war, worldwide, right (n.), peace	L. 50	
work out, stick (vi.), stick to, rule	L. 51	
course (n.)	L. 52	
communist, professor	L. 49	Three skills
scientific, darkness, shy, content, lead to, discovery, cheque, human right	L. 50	
prove, bent, respect, leading, sadness, take sides(in), fuel	L. 51	
advance, advanced, mathematics, education further education, technical	L. 52	
Albert Einstein, Alexander Bell	L. 49	Two skills
the Nobel Prize, bookmark	L. 50	
Swiss, Hitler, Jew	L. 51	

II. Everyday English

Is it... ?

No, it's not him/her.

Is he/she... ?

Who is he/she ?

What did he do ?

It must be him/her...

III. Grammar

Learn the use of Noun clauses as the subject.

IV. Language Use

Around the text, using what we have learned in this unit, teachers and students should complete the tasks of listening, speaking and writing which textbook and workbook provide. Reading material the "Albert Einstein" should be further understood and concerned exercises should be completed. Let the students know about the greatest scientist of the 20th century—Albert Einstein and his discoveries and theories and learn from his spirit of devoting his life to science and loving peace passionately.

V. Teaching Times: Four periods

Background Information

Albert Einstein

Albert Einstein was considered the greatest scientist of the 20th century and one of the greatest of all time. His discoveries and theories have greatly influenced science in many fields.

Einstein was born on March 14, 1879 in Ulm, a city in Germany. He was a shy and curious child. As a boy, he was slow to learn to talk, but later in his childhood he showed great curiosity about nature and an ability to solve difficult mathematical problems. He attended a Munich elementary school where he showed an interest in science and mathematics. He finished high school and technical college in Switzerland, where he received a degree on mathematics.

In 1902, Einstein became an examiner in the Swiss patent (专利) office at Bern. In 1905, at age 26, he published five major research papers in an

important German physics magazine. He received a doctorate(博士头衔) for the first paper. All these papers shook the whole scientific and intellectual world. In 1921, he won the Nobel Prize for Physics.

Because Einstein was Jewish, when Hitler took over Germany in 1933, he had to leave the country and finally settled in the United States. There he continued his study on the structure of the universe until his death in 1955.

Among the several important discoveries Einstein made in his life, the greatest is the creation of his famous Theory of Relativity. The theory tells us that the highest speed anything in the universe can reach is the speed of light; that mass(质量) appears to increase with speed, that the rate of a clock moving through space will decrease as its speed increases; and that mass can be changed into energy and similarly energy can be changed into mass. Einstein expressed the relation between energy and mass in his famous formula $E=mc^2$. The formula says that E the energy, of a piece of matter with mass m, is equal to the product(乘积) of the mass and the square(平方) of the speed of light c. The speed of light is very great; 300 000 kilometres per second. When it is squared, the number is enormous. So in a tiny piece of matter, there is a huge amount energy. The theory was later proved in experiments and used in making nuclear weapons and producing nuclear power for peaceful use.

Einstein also developed a more complete Theory of Relativity to explain all motion(运动) in space. He said that things did not pull on each other through a distance as Isaac Newton believed. The reason why a little body moves towards a heavy body, as do the planets towards the sun, is that the heavy body makes part of space around it curved. This theory was also proved by scientists.

Lesson 49



●Teaching Aims:

- Learn and master the following:
 - Four skills; ruler
 - Three skills; communist, professor
- Everyday English

Is it... ?

No, it's not him/her.

Is he/she... ?

Who is he/she ?

What did he do ?

It must be him/her...

●Teaching Important Points:

How to guess who a person is.

●Teaching Difficult Points:

How to use "puzzle" and "compare notes".

●Teaching Methods:

- Listening-and-answer 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. Now the Spring Festival has

just passed by. The new term has begun. Maybe you all had a good time and got lots of lucky money from your parents and relatives. Yes or no?

Ss: Yes.

T: What are you going to do with the money, Li Fang?

S₁: I'm going to buy some reference books with the money.

T: OK. Maybe you know something about some famous scientists. Now I want you to write the names of as many famous scientists as you know on a piece of paper. Of course, you'd better write down the necessary information about them. After a while, I'll ask some of you to read out the information for the others and let them guess who the information is about. Are you clear?

Ss: Yes.

T: Now who'd like to read out the information about some scientist?

S₂: I'd like to.

T: OK.

S₂: This man was a great scientist of physics in the world. He was born in Germany in 1879. He loved peace and hated war. He moved to the USA and spent the last part of his life there. He was famous for the theory of relativity.

T: The other students guess who the information is about, please.

Ss: It's about Albert Einstein.

T: Yes or no, S₂?

S₂: Yes.

Step II. Preparation for Dialogue

T: OK. Today we are going to listen to a dialogue—Four American students are talking about famous people. Before we listen to the dialogue, we should learn some new words. (Show the new words on the screen, then give a brief introduction to the students and then

let them read the words after the tape.)

Albert Einstein	[ˈælbət'aɪnstəɪn]
communist	[ˈkɒmjunist] <i>n.</i> & <i>adj.</i>
Alexander Bell	[ˌælgɪˈzɑːndə]
professor	[ˈprɒfesa]
ruler	[ˈruːlə] <i>n.</i>

Step III. Dialogue

T: OK. Let's listen to the dialogue. Listen carefully and try to remember some information. After that, I'll ask you two simple questions.

(Teacher plays the tape recorder. After that, teacher asks the Ss the following questions.)

T: Who are the four famous people in the dialogue?

Ss: They are Lincoln, Marx, Bell and Einstein.

T: What are they?

(Teacher helps the Ss sum up what they are and writes the following on the blackboard.)

(Bb: Lincoln: a president of the USA

Marx: a great communist

Bell: the inventor of the telephone

Einstein: a famous professor of physics)

T: 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 I'll explain some difficult language points. Please look at the screen.

(Show the following on the screen and explain them)

- | |
|---|
| <p>1. compare notes (with sb. about/on sth.); talk about each other's ideas or opinions.
eg. They are comparing notes on their trip to China. Mother likes to compare notes with Mrs Black about cooking.</p> |
|---|

2. a word puzzle; a puzzle in which you have to work out the missing words.
3. That fits the puzzle !: The name(Albert Einstein)is just the one that I was looking for to complete the puzzle.
4. puzzle (1)*n.* problem designed to test a person's knowledge, skill; question or problem difficult to understand or answer.
eg. The boy is doing a word puzzle in the newspaper.
How life began is still a puzzle to the scientists.
- (2)*v.* make sb. feel helpless and uncertain in the effort to explain sth.
eg. The murder case continued to puzzle the police.
She was puzzled what to do next.

Step IV. Listening and Practice

(Play the tape for the Ss to listen to and repeat. Ask them to pay attention to the expressions that they may use to guess who a person is. Then let the Ss practise the dialogue in groups of four.)

T: Listen to the tape again. This time you can read the dialogue after the tape with your books open. You should pay attention to the expressions that you may use to guess who a person is. Are you clear?

Ss: Yes.

T: Please tell me what expressions we can use to guess who a person is.

Ss: Is it... ?

No, it is not him/her.

Is she/he... ?

Who is he/she ?

What did he/she do ?

It must be him/her...

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.)

Now I'll ask some groups to act out the dialogue before the class. Which group would like to act ? Oh. Yeah, your group.

Ss: ...

(The students begin to perform. After the performance, the teacher says the following.)

T: Very good. Let's clap for them !

Step V. Guessing game

T: Now let's play a guessing game. This game is played in groups of four. One in the group can first think of a famous scientist, then write the name on a piece of paper. Fold it so that it can not be seen. The others in the group try to guess who he/she is. The person who writes down the name only answers "Yes" or "No". You can start like this:

A: Is the person a man ?

B: No.

C: It must be a woman.

B: Yes.

D: Is she alive ?

B: No.

A: Is she Chinese ?

B: No.

C: Is she Poland ?

B: Yes.

...

Questions and answers will go till one of the group guesses the name correctly. The winner will take the place of the person answering the questions. That is to say, it's the winner's turn to write down the famous person's name. Are you clear ?

Ss: Yes.

T: Now let's begin.

(Teacher goes among the Ss while the Ss are pla-

ying the guessing game. After that, teacher and the Ss do the other game together.)

T: Now let's play the other game. I'll read the descriptions of some famous people and then you guess who they are. Do you understand?

Ss: Yes.

T: Listen carefully. The man was born in Kentucky, the USA on February 12, 1809. He became President of the USA in 1860. He worked very hard all his life for the freedom of the black slaves. He was shot in a theatre by his enemy on April 14, 1865. Who is he?

Ss: He is Albraham Lincoln.

T: Very good. The next game. The man was born in Shaoshan, Hunan province on December 26, 1893. He made great contributions to China's revolution and construction. He is regarded as one of the great political leaders in the world. Who is he?

Ss: He is Mao Zedong.

T: Right. The last game. The woman was born in Poland, 1867, died in 1934. She was a chemist and physicist and won two Nobel Prizes for her work on radioactivity and her discovery of polonium and radium. Who is she?

Ss: She is Madame Curie.

Step VI. Workbook

T: OK. Please turn to page 73. Let's do Ex. 2. Please do it in your workbooks with a pencil. In three minutes, I'll check your answers.

Suggested answers:

- Ex. 2. (1) Who will go to the station to meet you?
 (2) Which team will win the game/match?
 (3) Whether he can get the air tickets for us?
 (4) How we can improve our work?
 (5) What he told me last night?
 (6) When they will start the project?
 (7) Why we stopped publishing that magazine?

Step VII. Summary and Homework

T: Today we've learnt a dialogue. You should master the expressions used to guess who a person is. And we've learnt the use of the word "puzzle" and the phrase "compare notes". We also revise the subject clause. Now homework for you: 1. Learn the useful expressions by heart. 2. Preview the next lesson—lesson 50.

Step VIII. The Design of the Writing on the Blackboard

Lesson 49

Lincoln: a president of the USA.

Marx: a great communist.

Bell: the inventor of the telephone.

Einstein: a famous professor of physics

Expressions used to guess who a person is:

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

Is she/he ...? Who is he/she?

What did he/she do? It must be him/her...

Step IX. Record after Teaching

.....

.....

.....

.....

Lesson 50



● Teaching Aims:

1. Learn and master the following.

(1) Words and phrases: worldwide, right(n.), peace, go on with, the First World War, be content to do sth., lead to, learn...all by oneself, be full of, live a...life.

(2) Sentence patterns:

A: By the time he was fourteen years old, he had learned maths all by himself.

B: Such was Albert Einstein, a simple man and the 20th century's greatest scientist.

2. Enable the Ss to talk in English about all Albert Einstein's life.
3. Improve the Ss' ability of reading comprehension.

● Teaching Important Points:

1. How to improve the Ss' ability of reading comprehension.
2. Further study note making.
3. Master the sentence pattern: Such was Albert Einstein, a simple man and the 20th century's greatest scientist.

● Teaching Difficult Points:

1. Phrases: go on with sth., be content to do sth.,
2. Sentence pattern: Pron + predicate verb. + subject + other elements. (such + be + subject)

● Teaching Methods:

1. Fast reading to find out the general information about the passage.
2. Question-and-answer activity to help the students to go through the whole passage.
3. Pair work 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. Greeting

Greet the whole class as usual.

Step II. Revision and Lead-in

T: Yesterday we learned a dialogue about four American students talking about famous people.

Do you know which famous people were mentioned?

(Teacher asks one student to answer.)

S: Abraham Lincoln, Karl Marx, Alexander Bell and Albert Einstein.

T: Right. Now I'll show you a short play. Watch carefully and tell me whom it is about.

(Teacher plays the VCD about a famous professor—Albert Einstein for the students.)

T: What is the man like.

Ss: He is a funny-looking man. He was short. He had a big nose, a short thick moustache and deep-set eyes.

T: What do you think he is doing?

Ss: He was staring, thinking.

T: What happened to him when he was thinking?

Ss: He almost knocked down a girl before he saw her.

T: Who do you think he is?

Ss: Albert Einstein.

T: Yes. The man is Albert Einstein—the greatest scientist of the 20th century. Today we are going to read about Albert Einstein's life and his work. First let's learn the new words.

Step III. Presentation for Reading

(Show the new words on the screen and give the Ss a brief explanation. And then let the Ss read them after the tape. After that, teacher begins to deal with the next.)

scientific [ˌsaɪən'tɪfɪk] *adj.*

darkness [ˈdɑːknɪs] *n.*

shy [ʃaɪ] *adj.* content [kən'tent] *adj.*

discovery [dɪs'kʌvəri] *n.*

worldwide [ˈwɜːldwaɪd] *adj.*

the Nobel [nəʊ'bel] Prize cheque [tʃek] *n.*

book mark ['bʊkma:k] *n.* right [raɪt] *n.*

human right peace [pi:s] *n.*

the First World War go on with lead to



T: Now open your books, please, Turn to Page 2.
Look at the picture. The person in it is Albert Einstein—the 20th century's greatest scientist. Now I'll give you four minutes to read the passage quickly and silently. Then try to answer the two questions on top of page 2.

(After a while, teacher checks the answers to the two questions.)

T: Li Lin, you try to answer the first question:

What scientific work is Einstein famous for?

S: Scientific research.

T: Right. Scientific research or new discoveries in physics. What about the second question: Where did he spend the last part of his life?

Wang Yan.

S: At a university in the USA.

T: Very good. Thank you.

Step IV. Reading

T: Now I give you another four minutes to read the passage carefully. And then answer some detailed questions on the screen. If necessary, you can discuss them in pairs or groups. Now begin.

(Show the following questionnaire on the screen.)

A Questionnaire

1. When and where was Einstein born?
2. How did Einstein manage to Study at university in Switzerland?
3. Why was the period between 1905 and 1915 an important one for Einstein?
4. What was he given for his scientific research in physics in 1921?
5. Did Einstein care for money?
How do you know?
6. What else did he work for besides his scientific research?
7. Why was he so fond of music?

8. What kind of person do you think Einstein was?

9. What can we learn from Albert Einstein?

Suggested answers:

1. Albert Einstein was born in Germany on March 14, 1879.
 2. He worked as a teacher, then in government office to earn enough money to continue his studies.
 3. Because he began the research and studies which led to his discoveries in physics.
 4. In 1921 he was given the Nobel Prize for Physics.
 5. No, he didn't. He had been invited to teach at a university in USA. He accepted the job but asked for little money. He once refused to speak on the radio for \$1 000 a minute. Another time someone saw him using a cheque for \$1 500 as a bookmark.
 6. Besides his scientific research, he spent a lot of time working for human rights and progress.
 7. Because he thought he could find in music the peace which was missing in a world full of wars and killings.
 8. Einstein was a simple man. He was interested in scientific research. He devoted all his life to it. His discoveries and theories have greatly influenced science in many fields.
 9. Albert Einstein was a great scientist. He didn't care for money and took great interest in scientific research. He was independent and managed to continue his studies. We can learn a lot from him. We should study and work as he did.
- T: OK. Now you have understood the detailed information. Maybe you find some sentences hard to understand. Well, I'll explain them to you.

(Show the following on the screen.)

Phrases:

1. all by oneself; without the help and company of other persons.
eg. He learned English all by himself.
They built the house all by themselves.
2. get along with; be friendly and in harmony with
eg. You should get along with your classmates.
She didn't get along well with her mother-in-law.
3. be content to do sth; be willing or ready to do sth.
be content with; be satisfied with
eg. Are you well content to do the work?
The baby is content with the new toy.
4. go on with; continue(with) ...
eg. Go on with your work.
5. lead to: ① result in ② reach a place
eg. Hard work leads to success.
All roads lead to Rome.

Sentence patterns:

1. By the time he was fourteen years old, he had learned maths all by himself.
eg. By the time we got to the cinema, the film had begun.
2. Such was Albert Einstein, a simple man and the 20th century's greatest scientist.
eg. Such is my hope.
Such are his words.

(Write the five phrases and the two sentence patterns on the blackboard.)

T: You should pay more attention to the two sentence patterns, ie: 1. Preposition + noun + the attributive clause, + subject + the past perfect tense + other elements. 2. *pron.* + predicate *verb.* + subject + other elements.

(Pointing to the two sentence patterns.)



Step V. Study and Note making

T: OK. Read the passage again. This time you should pay attention to the words in bold in the text, while reading the passage. After a while, I'll let you tell me what these words stand for. You may write your answers in the spaces in Part 3. Do you understand?

Ss: Yes.

(Teacher goes among the Ss to help the Ss correct the mistakes. Three minutes later, the teacher says the following.)

T: Now. Time is up. Let's look at the words in bold. Look at the first word—himself. Now you know "himself" stands for "Einstein". (Teacher and Ss say together.) How about the second word—it? Li Qiang, you try, please.

S: "It" stands for "to get along with the other boys."

T: Right. Look at the next word. ...

Suggested answers:

3. in Switzerland
4. the pay
5. at university
6. period
7. the research and studies
8. the peace

T: OK. Now let's deal with Part 2 in the work. First do it by yourself; then you can discuss it in pairs. At last, I'll check the answers with the whole class.

Suggested answers:

Name: Albert Einstein. Born: In Germany on March 14th, 1879.

Died: On April 18th, 1955

Studied: From the age of 17 in Switzerland.

Worked: First as a teacher, then in a government office.

Doctor's degree received: In 1905.

Scientific research: Between 1905 and 1915 he began the research and studies which led to his new discoveries in physics.

Interests; Loving music and making music with friends. What he got for his new discoveries; The Nobel Prize Moved to the USA; In 1933.

Step VI. Consolidation

T: OK. Now close your books and look at the screen. Listen to the tape of the text. After that, write some main events that happened to Einstein in the following years. Are you clear?

Ss: Yes.

T: OK. First listen carefully, then you can write.
(When playing the tape, teacher shows the following on the screen. After a while, check the answers with the whole class.)

1879:	_____
From 1895 on:	_____
1905:	_____
1921:	_____
1933:	_____
1940:	_____
1955:	_____

Suggested answers:

1879: He was born in Germany.

From 1895 on: He studied at university in Switzerland.

1905: He received a doctor's degree.

1921: He won the Nobel Prize for Physics.

1933: He and his family left Europe for the USA.

1940: He took American nationality.

1955: He died in the USA.

Step VII. Practice

T: Now look at Part 4 on page 3. Fill in the gaps with prepositions and adverbs. Do it all by yourself, then discuss them in pairs. At last I'll check the answers.

Suggested answers:

1) off 2) on 3) to 4) of 5) with 6) of 7) up

(After that, teacher says the following.)

T: Now let's do an exercise. Look at the screen.

(Show the following on the screen)

Complete the sentences with receive or accept.

1. Einstein _____ worldwide praise for his scientific research in the field of physics.
2. At last the man _____ the invitation to the international medical conference.
3. It was a pity that he refused to _____ the professor's advice.
4. As soon as she reached home, she _____ a telephone call from her mother.
5. "Have you _____ a letter from your parents?" She asked me.
6. She must be very pleased to _____ these presents from her uncle.
7. I'm afraid I can't _____ your money, but the flowers.

T: We have learnt the difference between receive and accept before. Do you still remember what it is? Who can tell me? Wang Li, you try.

S: "Receive" means "get something sent to you", while "accept" means "take something offered to you willingly."

T: Very good. Do it by yourself. After a short while, I'll check the answers.

Suggested answers:

1. received 2. accepted 3. accept 4. received
5. received 6. receive 7. accept

Step VIII. Workbook

T: Now turn to page 74. Look at Ex. 3. Translate the sentences into English, using besides or except.

Suggested answers:

Ex. 3 (1) I can do everything at home except cooking.

(2) She helps with cooking and washing be-

sides looking after the child.

(3) All of us, except Wang Ling, will go to the evening party.

(4) Three other people also won the prize besides Li Dong.

(5) She is fond of arts and music besides sports.

(6) He is all right with all his lessons except maths.

Step IX. Homework

T: OK, today we have learned something about Elbert Einstein's life and work. You should read the text again and again after class so that you can recite it. At the same time, you should preview Lesson 51. Now class is over. Bye.

Ss: Bye.

Step X. The Design of the Writing on the Blackboard

Lesson 50

Phrases:

all by oneself, get along with

be content to do sth., be content with sth.

go on with, lead to

Sentence Patterns:

1. By the time he was fourteen years old, he had learned maths all by himself.

2. Such was Albert Einstein, a simple man and the 20th century's greatest scientist.

Step XI. Record after Teaching

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Lesson 51



● Teaching Aims:

1. Learn and master the following:

Four skills: work out, stick (vi.), stick to, rule
Three skills: prove, bend, respect, leading, sadness, take sides (in), fuel

2. Further understand Albert Einstein

3. Improve the students' ability of reading comprehension.

4. Grammar:

Learn the use of Noun Clause as the subject.

● Teaching Important Points:

1. Train the students' ability of reading comprehension.

2. Master the use of the following expression: work out, stick to, take sides.

3. Learn the use of Noun Clause as the subject.

● Teaching Difficult Points:

How to choose the connectives introducing the subject clause.

● Teaching Methods:

1. Fast-reading to find out the detailed information about the text.

2. Pair work or individual work to make every student work in class.

● Teaching Aids:

1. a tape recorder 2. a projector

3. the blackboard

● Teaching Procedures:

 Step I. Greetings and Revision

Greet the whole class as usual.

T: In the last lesson we learned the passage about the life and work of Albert Einstein. Now I'll show you some sentences about Einstein. Please tell me whether the statements are true or false. If they are false, collect them, please. Look at the screen.

(Show the following on the screen)

1. Einstein was born in Switzerland.
2. He didn't enjoy school very much.
3. He was given the Nobel Prize for chemistry in 1921.
4. He was never very interested in earning lots of money.
5. He married three times and had many friends.
6. He died in 1855.

Suggested answers:

1. False. Einstein was born in Germany.
2. True.
3. False. He was given the Nobel Prize for physics in 1921.
4. True.
5. False. He married twice and had many friends.
6. False. He died in 1955.

 Step II. Preparation for reading

T: OK. Today we are going to read something more about Elbert Einstein. Before we read it, we will learn some new words on the screen.

(Show the words on the screen.)

prove[pru:v] *vt.* bend[bent] *adj.*
 stick[stik] (stuck, stuck) *vi. & -vt.* work out
 stick to respect[rɪ'spekt] *vt.*
 leading['li:dɪŋ] *adj.* sadness['sædnɪs] *n.*
 swiss[swɪs] *adj. & n.* rule[ru:l] *vt.*
 Hitler['hɪtlə] *n.* Jew[dʒu:] *n.*
 fuel[fjuəl] *n.* take sides(in)

 Step III. Reading

T: Now, I'll give you three minutes to read the passage quickly and try to find the answer to this question: Why did Einstein leave Europe?

T: Who'd like to answer this question: Why did Einstein leave Europe? Any volunteers?

S: Because it's not safe to remain there.

T: Yeah, you are right. Now please read the passage again. This time you should read carefully, to find out some detailed information about Einstein

(After a while, teacher shows the sentences on the screen)

Tell if the following sentences are true or false.

1. Einstein proved that light travelled through space in a straight line.
2. Einstein's discovery was completely new at that time.
3. Many of the scientists did not accept Einstein's scientific ideas of first.
4. Einstein had to stop his research because he couldn't prove his ideas.
5. By 1919 he quickly became world-famous because the scientists who had been watching the stars supported his work.
6. He took Swiss nationality in 1909 in order to study there.
7. He hated war and he thought fighting and killing in wars was wrong.
8. Germany was ruled by Hitler during the First World War.
9. Einstein and his family left Europe for the USA in 1933 because he was afraid of being killed in the war.

Suggested answers:

True: 2, 3, 5, 7 False: 1, 4, 6, 8, 9

T: Now I'll explain some words and phrases in the passage. Look at the screen, please.

(Show the following on the screen.)

1. Work out=calculate or solve sth.
eg. He helped me work out these maths problems.
Can you work out how much money we will need for this trip?
2. Stick to=refuse to change
eg. I'll stick to my promise whatever happens.
He sticks to his work though very ill.
3. leading=chief, most important
eg. He played a leading part in the film.
4. take sides(in sth. with sb.)=support sb. or be on the same side with sb.
eg. Switzerland did not take sides in the war.
He never takes sides in our quarrel with me.

[Bb: work out, stick to, take sides (with sb. in sth.)]

Step IV. Listening and Interview

T: Now listen to the tape of the text and try to remember everything. (After listening.) Now let's have an interview. Work in pairs. One of you plays the role of a journalist and the other plays Einstein. The journalist is interviewing Einstein some questions in Part 2 on page 4. And "Einstein" answers them without looking at the text. After that you may change roles and repeat the interview. Are you clear?

Ss: Yes.

T: Now let's begin to practise. Now who'd like to give your performance before class.

S_A and S_B: We'd like to.

T: OK. S_A, you act as a journalist. S_B, you play the part of Albert Einstein.

S_A and S_B: Yes.

(Journalist: J; Einstein: E)

J: What was your most important piece of research?

E: It was about light. I found light coming from the stars was bent as it passed the sun.

J: What did you prove in your research?

E: I proved how much the light would be bent and how far the stars would appear to have moved.

J: Do scientists believe you now?

E: Yes, they believe me now.

J: What do you think of war?

E: I think the war is a terrible thing.

J: Why did you leave Germany?

E: It was not safe to remain there. Because I was a Jew and in the 1930s life started to be very dangerous for Jew.

J: Why did you go to live in the USA?

E: Because they offered me a good job as professor of physics.

J: What do you enjoy doing in your spare time?

E: Making music.

Step V. Language study and Practice

T: Thanks for your performance. Now look at the sentences on the blackboard.

Bb: (a) What does he want.

(b) What he wants is more time.
S V P

T: Who can tell me the differences between the two sentences. Any volunteers? Yeah, Lu Lin, please.

S: The first sentence is a simple question, with a question mark at the end, while the second sentence is not a question but an affirmative sentence. That's all.

T: Right. Now let's look at the component parts of the sentence (b). (Teacher and students together show the subject, verb, predicative on the Bb.) "What he wants" is the subject in the sentence b. The subject is a sentence, so we call it subject clause. Look at another group sen-

tences on the blackboard.

(Bb: (c)) When will he go to Beijing ?

d. (When he will go on Beijing is uncertain.)

S V P

T: The sentence (c) is a simple question while the sentence. (d) is not a question but an affirmative sentence. Look at the component parts of the sentence (d). What's the subject of it ?

Ss: "When he will go to Beijing" is the subject.

T: Yes. ... (Show the component parts of the sentence on the blackboard.)

T: Note in the subject clause, the word order should be "Connective + subject + verb". To make the sentence balanced, we often change sentence (d) into sentence (e)

(Bb: (e)): It is uncertain when he will go to Beijing.)

In this sentence, "it" is the formal subject, which replaces the real subject (When he will go to Beijing), that is at the end of the sentence. Are you clear ?

Ss: Yes.

T: OK. Look at Part 3 on page 5. Translate the sentences into Chinese. The first sentence, Wang Yin.

S: 他所希望看到的是世界一切军队的消亡。

T: Right. The second sentence, Li Hua.

S: 在科学家看来, 恒星好像是移动的。

(Deal with Part 4)

T: Very good. Now look at Part 4. Join two parts to make as many sentences as possible. You may do them like this: What he discovered was unknown. What he discovered was completely new. Do you understand ?

Ss: Yes.

(Give them two minutes to practise and then ask some students to make sentences. One student, one sentence.)

Suggested answers:

1. a/b 2. a/d 3. a/d 4. a/c/d/f 5. c/f

6. e/g 7. e/g



Step VI. Consolidation

T: Please look at Part 5. Let's do another exercise. First read the words in the box. Then choose a suitable connective to complete the sentence. Are you clear ?

Ss: Yes.

T: OK. You can do the exercise by yourselves. Then I'll check the answers.

Suggested answers:

1. Whether 2. How 3. Who 4. What 5. Where 6. When 7. Why 8. Which/What 9. What 10. Whether 11. that 12. When, where



Step VII. Workbook

T: Now turn to page 75. Let's do the exercises.

First look at Ex. 2. Complete the sentences, using the Predicative clause. You can do it orally.

(Later the teacher checks the answers with the whole class)

Suggested answers:

Ex. 2. (1) Whether it is worth doing or not.

(2) that I forgot/have forgotten her address.

(3) Why she doesn't want to see you.

(4) Where he was born.

(5) What he always worries about/we are always worried about.

(6) that he can't afford (to buy) the big house.

(7) how we can reduce the noise.

(8) that they should improve their own spoken English first.

T: Now let's do Ex. 3. After a while, I'll give you the answers.

Suggested answers:

Ex. 3. (1) that/which (2) who (3) where (4) whom/who (5) which/that (6) when (7)

whose(8)whom/who (9)where (10)when

Step VIII. Summary and Homework

T: In this class, we've learned a passage about Albert Einstein. We've also learned the subject clause. You should master it. Today's homework: 1. Read the passage "Albert Einstein (II)" again and again. 2. Write Ex. 2 on page 75 in your exercise books and hand them in. Are you clear?

Ss: Yes.

T: OK. That's all for today. Class is over. See you tomorrow.

Ss: See you tomorrow.

Step IX. The Design of the Writing on the Blackboard

Lesson 51

Phrases:

work out, stick to, take sides (with sb. in sth.) Noun Clause as the Subject

a. What does he want?

b. What he wants is more time.

S V P

c. When will he go to Beijing?

d. When he will go to Beijing is

S V

uncertain.

P

e. It is uncertain when he will go to Beijing.

Step X. Record after Teaching

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Lesson 52



● Teaching Aims:

1. Review the grammatical points and useful expressions in this unit.
2. Do some listening and train the Ss' ability of listening comprehension.
3. Do some writing and train the Ss' ability of writing.

● Teaching Important Points:

1. Understanding of listening material.
2. Writing a summary of the life of somebody.

● Teaching Difficult Points:

1. Improve the Ss' ability of listening comprehension.
2. Improve the Ss' ability of writing.

● Teaching Methods:

1. Individual or pair work to train the Ss' writing ability.
2. Listening-and-answer activity to help the Ss go through the listening material.

● Teaching Aids:

1. a tape recorder
2. a slide projector
3. the blackboard

● Teaching Procedures:

Step I. Greetings and Revision

Greet the whole class as usual.

T: Yesterday we learned the subject clause. Who can tell me the word order in the subject