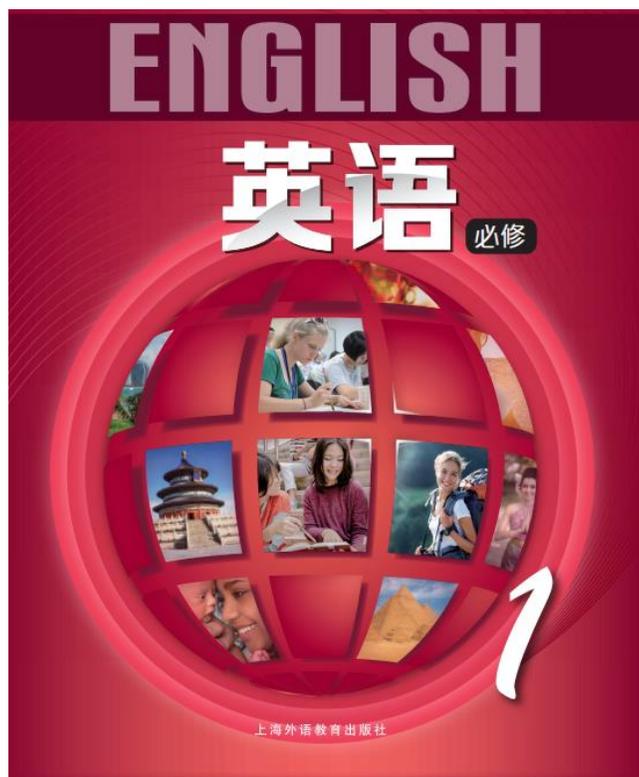




上海市英语教育教学研究基地  
Shanghai Center for Research in English Language Education



# 《高中英语》（上外版）

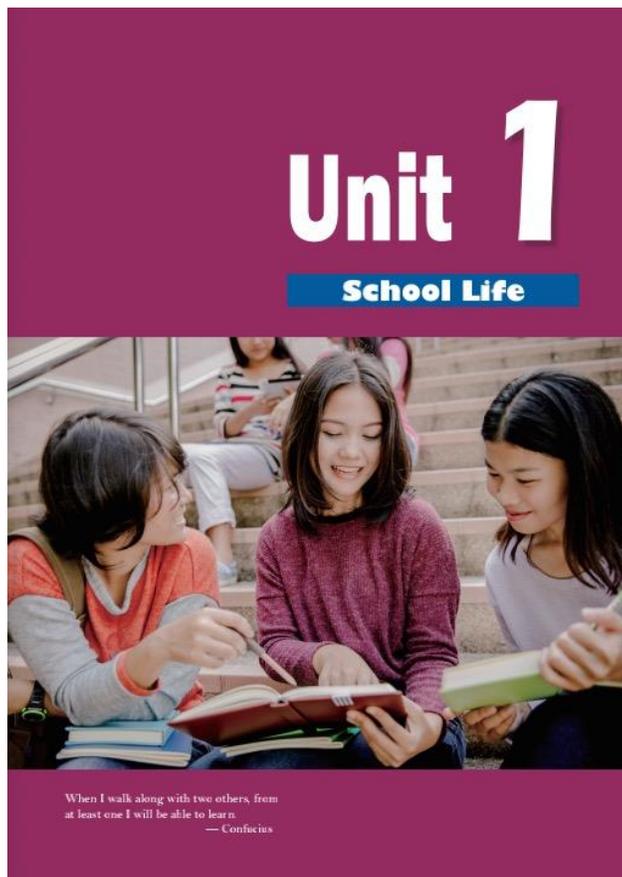
必修第一册第一单元

School Life

授课教师：陆旖颀

# 《高中英语》（上外版）

## 必修第一册第一单元



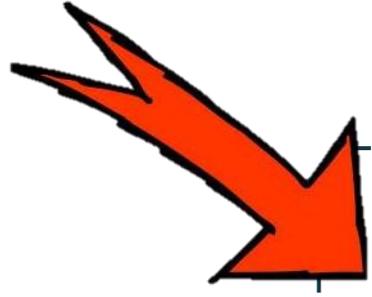
课时	授课内容
1	Getting Started/ Reading A
2	Reading A/ Vocabulary Focus
3	Reading A/ Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B/ Critical Thinking
7	Further Exploration/ Self-assessment

## 学习目标 **Learning Objectives:**

### **At the end of the lesson, you will be able to ...**

- 1.能通过基于文本的问答活动，梳理语篇的相关词汇，深入理解语篇内容；  
have a deeper understanding of *Reading A* by reviewing and categorising the key words and expressions;
- 2.能掌握不同后缀的形式、意义和用法，在语境中运用词汇造句；  
grasp the use, meaning and form of suffixes in the context of school life;
- 3.能恰当运用所学词汇及构词法，描述主题相关的情景。  
describe a topic-related situation by properly using the suffixes as well as the target words and expressions.

Recall the words and expressions you have learned in **Reading A**.



1. Writing something in some way related to summer vacation, being as creative as you can and making sure you use proper spelling and grammar.

1. *assignment*

3. *result*

2. *struggle*

2. He stared at a blank sheet of paper. He didn't want to write about his summer vacation and actually wanted to get back to school.

3. He decided to write a short story, science fiction, about a distant planet with aliens working 24 hours a day.

5. Mrs Peabody said some rather harsh words. She was not satisfied with students' assignments and only Jim was praised because he was imaginative.

4. He felt uneasy. He lay awake until 3 a.m. and regretted ignoring the assignment. He thought of begging Mrs Peabody for a chance to write another one.

1. Writing something in some way **related to** summer vacation, being as **creative** as you can and making sure you use proper spelling and grammar.

What **is related to** summer vacation?  
/ What **is in relation to** summer vacation?

creative     *adj.*  
creativity   *n.*  
create       *v.*

From your understanding, what **is related to** **creativity**?



Recall the words and expressions you have learned in **Reading A**.

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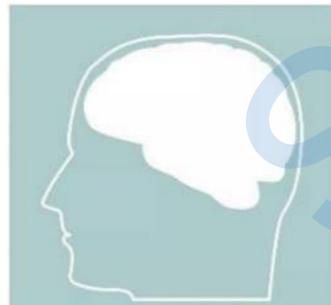
2. He **stared at** a **blank** sheet of paper. He didn't want to write about his summer vacation and actually wanted to get back to school.

What can you learn from the words “**stare**” and “**blank**”?

*stare: to look at something or somebody for a long time*

**blank:** empty, with nothing written, printed or recorded on it

**go blank**



Recall the words and expressions you have learned in **Reading A**.

1. Writing something in some way related to summer vacation, being as creative as you can and making sure you use proper spelling and grammar.

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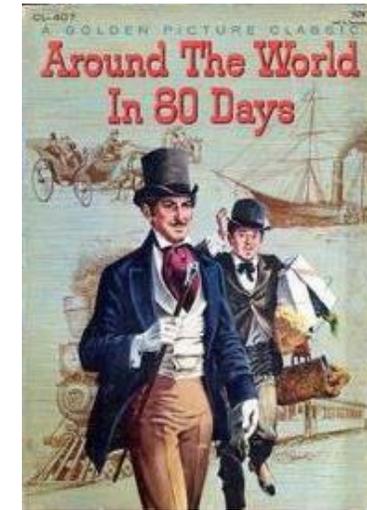
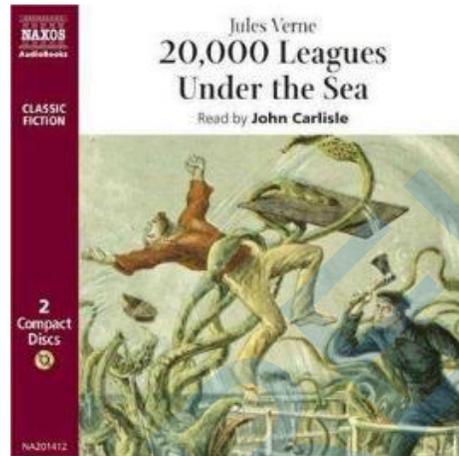
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3. He decided to write a short story, science fiction, about a distant planet with aliens working 24 hours a day.

4. He felt uneasy. He lay awake until 3 a.m. and regretted ignoring the assignment. He thought of begging Mrs Peabody for a chance to write another one.

3. He decided to write a short story, **science fiction**, about a **distant** planet with **aliens** working 24 hours a day.



**distant:** remote, faraway



**alien** *adj.*

*alien: strange and frightening; different from what you are used to; not usual or acceptable*

*Recall the words and expressions you have learned in **Reading A**.*

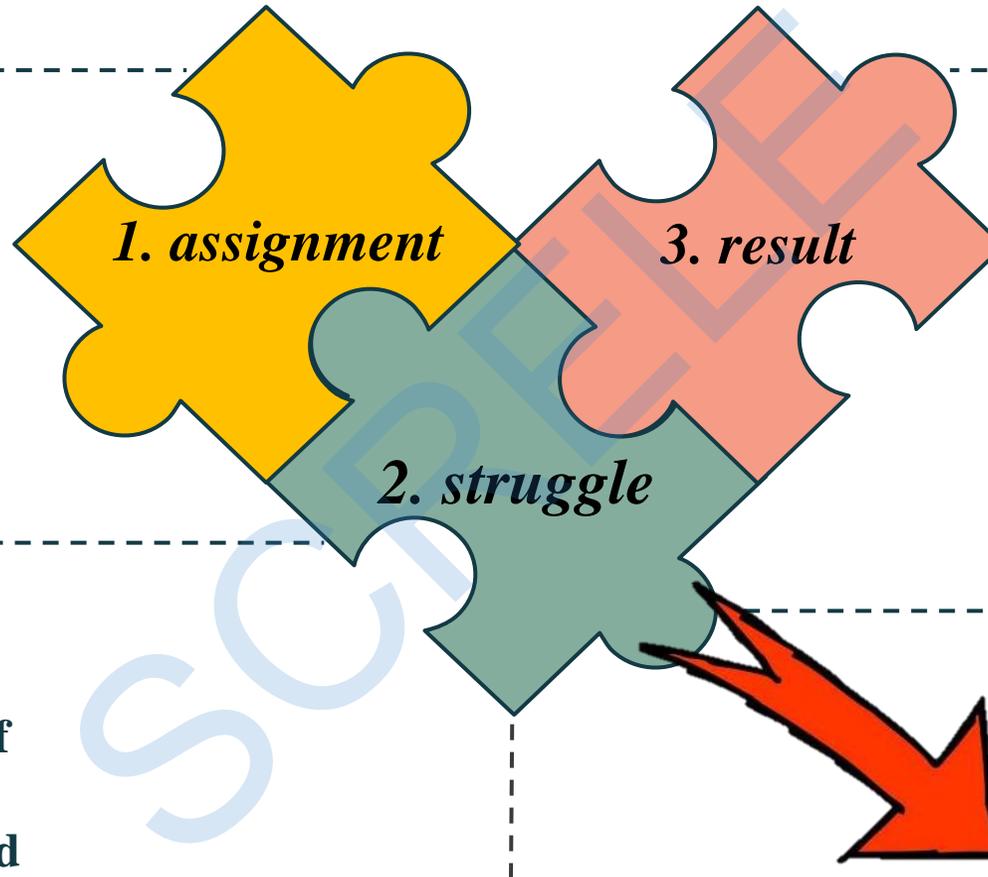
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4. He **lay awake** until 3 a.m. and regretted **ignoring** the assignment. He thought of **begging** Mrs Peabody for a chance to write another one.

Have you ever **stayed awake** at midnight?  
If so, what **kept** you **awake**?

ignore: to *pay no attention to*

Do you think that he **ignored** the requirements of the assignment?

beg: to *ask sb. for sth. especially in an anxious way because you want or need it very much*

**Compare:**

1. Maybe he would **beg** Mrs Peabody for a chance.
2. Maybe he would **ask** Mrs Peabody for a chance.

Recall the words and expressions you have learned in **Reading A**.

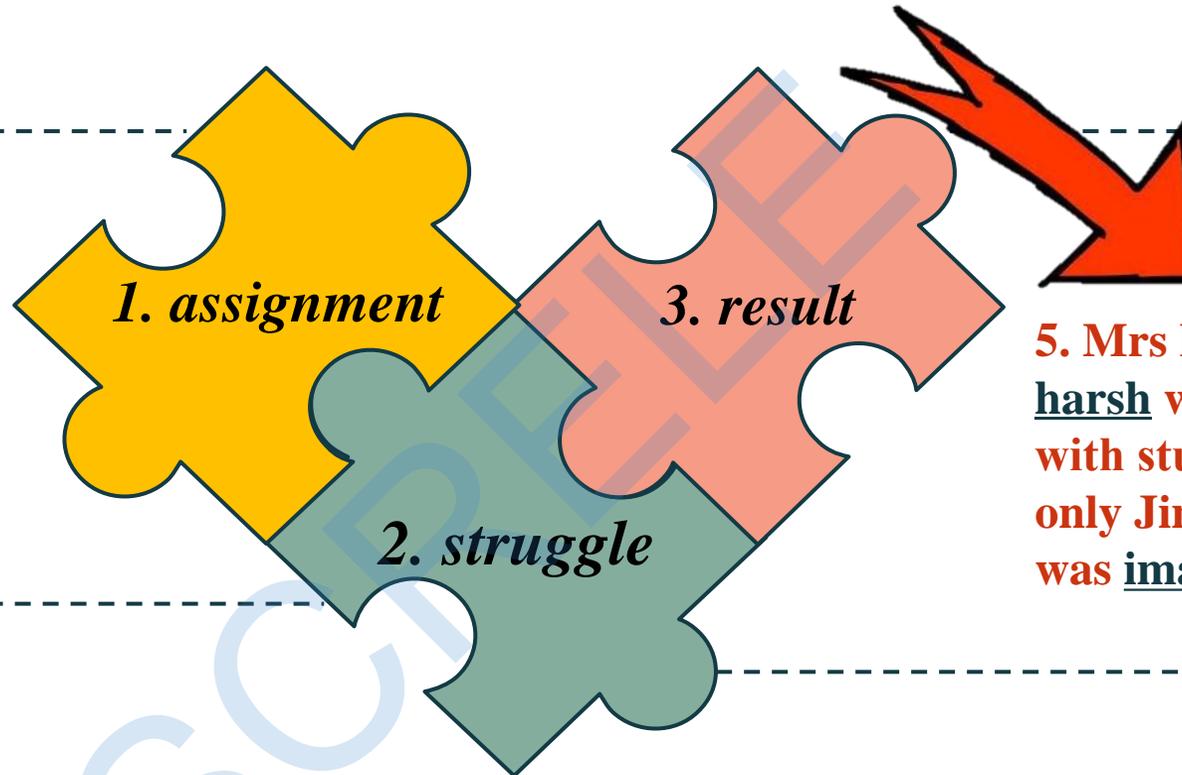
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5. Mrs Peabody said some **rather harsh** words. She was not satisfied with some students' assignment and only Jim was praised because he was **imaginative**.

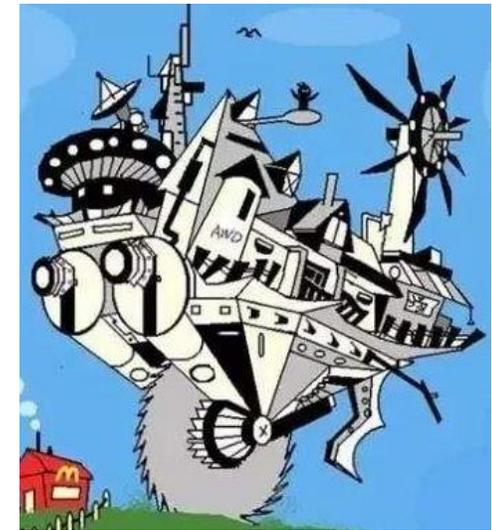
**rather:** *fairly; to some degree, often when you are expressing slight criticism*

Mrs Peabody said some **rather** harsh words.

Do you think her words were really **harsh**?  
**unacceptable?**

**Was Mrs Peabody harsh on** her students?

imaginative	<i>adj.</i>
imagination	<i>n .</i>
imagine	<i>v.</i>
imaginary	<i>adj.</i>



***Retell the story with the help of the table.***

The writing assignment:	<i>something in some way related to summer vacation, be as creative as you can</i>
Jim's initial reaction:	<i>stared at, boring, actually</i>
Jim's decision:	<i>science fiction, a distant planet, aliens</i>
Jim's struggle:	<i>lay awake, ignored, beg sb for, turned out</i>
Jim's surprise:	<i>pass back your writing, have got some rather harsh words, imaginative, got an A on the assignment, couldn't believe his ears</i>

# *Suffixes*

A suffix is a meaningful unit of letters attached to the end of a word.

The writing assignment:	<i>something in some way related to summer vacation, be as creative as you can</i>
Jim's initial reaction:	<i>stared at, boring, actually</i>
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***Read the passage and identify the verb or noun form of each underlined word.***

For Confucius, China's greatest teacher, learning was a powerful joint effort between teacher and student. He had a lot of interesting and meaningful discussions with his students.

Once Zilu asked, "When learning something, should I put it right into practice?" The Master replied, "Your father and elder brothers are still alive; how would you dare to act immediately after learning something?" Ran You then asked the same question. The Master replied, "Yes. Upon learning something, put it right into action."

In fact, the two students had different characters. Ran You was shy and slow, so Confucius encouraged him to go forward; Zilu was active and courageous, so he kept Zilu back.

**teach** v.

**mean** v.

**discuss** v.

**power** n.

**differ** v.

**act** v.

**courage** n.

**1. Work in groups and write down the suffixes each group belongs to.**

**2. Brainstorm more examples based on the suffixes available in the table.**

Category	Sample words	Suffix
Noun suffix	luggage, shortage	-age
	arrival, approval	-al
	reliance, existence,	-ance/ -ence
	entertainment, requirement	-ment
	nervousness, tidiness	-ness
	friendship, scholarship	-ship
	honesty, cruelty	-ty(-y)
Adjective suffix	personal, emotional	-al
	considerable, changeable	-able/-ible
	hopeless, fearless	-less
	daily, friendly	-ly
	chilly, windy	-y
Adverb suffix	successfully, skillfully	-ly
	forward, backward	-ward(s)
	clockwise, likewise	-wise
Verb suffix	sharpen, broaden	-en
	modernize, globalize	-ise/-ize
	terrify, beautify	-ify

**After hearing Mrs Peabody's words, Jim's classmates came to talk with Jim ...**



**Describe the situation by using words with suffixes properly.**

**Find all the words with suffixes.**

Possible answer:

After hearing Mrs Peabody's words, Jim's classmates came to talk with Jim. They were <sup>-ed</sup> amazed at Jim's <sup>-ant</sup> brilliant idea. "That's <sup>-ful</sup> wonderful!" all of them gave Jim a thumbs-up, "you <sup>-ly</sup> really left a deep <sup>-ion</sup> impression on the <sup>-er</sup> teacher and us."

Jim's heart was filled with <sup>-ment</sup> excitement. He shared his ideas with them <sup>-ive, -ly</sup> extensively on how to draft a writing. Then they built strong <sup>-ship</sup> friendship.

# *Assignments*

*1. Describe the following picture by using words with suffixes properly.  
Record and upload your work to the QQ chat group.*

*One day, Jim's father received his school report ...*



*2. Finish the exercise on your worksheet and the exercise in the textbook (p8).*



**Thank you !**