

上海外语教育出版社



In this unit, we are going to

- describe scientists and their work;
- deepen an understanding of challenges faced by scientists from different cultures and their achievements;
- analyse and evaluate people's attitudes towards difficulties;
- identify the author's feelings in reading, and write a descriptive essay.

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《高中英语》（上外版）

选择性必修第二册第一单元

Scientists

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《高中英语》（上外版）

选择性必修第二册第一单元

课时	授课内容
1	Getting Started/ Reading A
1	Reading A/ Vocabulary Focus
1	Reading A/ Grammar in Use
1	Listening, Viewing and Speaking
1	Reading B and Culture Link
1	Critical Thinking
1	Writing
1	Further Exploration/ Self-assessment



学习目标 Learning Objectives:

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

1.能在语境中辨识-ing/-ed形式作表语，并通过比较-ing/-ed形式在单句中的不同语法成分，掌握其作表语的基本格式；

identify -ing/-ed forms used as predicatives in context and understand the format of -ing/-ed forms used as predicatives by comparing different grammatical functions of -ing/-ed forms in simple sentences.

2.能通过查阅字典，分辨-ing/-ed形式作表语的语用区别，并破除常见的语用误区；

identify the pragmatic difference between -ing form and -ed form used as predicatives and disprove common assumptions about the pragmatic use of -ing/-ed forms by consulting the dictionary;

3.能恰当运用-ing/-ed形式作表语评价科学家及其工作和精神品质，表达情感态度和观点，并总结科学家的共同特点。

use -ing/-ed forms used as predicatives appropriately by evaluating scientists, their work or their qualities, expressing feelings and opinions, and concluding scientists' common features.

Reflection on Zhong Yang's Work



Today, more than 40 million seeds have been collected from the Qinghai-Tibet Plateau. We 1 owe this to Zhong Yang, a professor of 2 biology.

Subject

linking verb

predicative

Zhong arrived in Tibet in 2001 to collect seeds for scientific purposes. His work provided a bank stores plant seeds and may have medical or agricultural value in the future. It can also protect biodiversity — the balanced

3 variety of plants and animals.

The **-ing Form**

Base
Forms

Zhong and his students spent a lot of time and effort collecting seeds from the Qinghai-Tibet Plateau — a large elevated 4 plain that is also known as the “roof of the world.” The work was highly 5 challenging for Zhong and his team. They had to deal with 6 varying climates and environments there. Some

7 seeds and Zhong and his students had to walk a long way to collect them. Sometimes 8 fell ill because of plant allergies. Despite all these difficulties, they continued their work.

The **-ed Form**

While Zhong 9 was devoted to collecting seeds in Tibet, he also spent a lot of time improving education there. He worked as a biology professor at Tibet University and helped to develop programmes of study in biology and other sciences.

Zhong never regretted being a scientist. He believed a scientist's work could 10 benefit all mankind.



Grammar Highlights

Subject+linking verb+*-ing/-ed* form



I. Compare and tell the difference in the uses of the underlined parts in each pair of sentences.



2. a. The upcoming field trip got him worried. **object complement**
b. He seemed worried about the upcoming field trip. **predicative**

3. a. Zhong Yang was devoted to scientific work. **predicative**
b. Zhong Yang was a devoted scientist. **attribute**

Zhong Yang was a scientist, who was devoted to collecting seeds in Tibet.

4. a. It was frightening for him to carry out that dangerous experiment. **predicative**
b. He felt frightened to carry out that dangerous experiment. **predicative**

Grammar Highlights



The *-ing* form of a verb is used to describe **how the experience is**.

The *-ed* form of a verb is used to represent **how someone feels**.

fright·en·ing  **adj.** /'fraɪtnɪŋ/ 

making you feel afraid 引起恐惧的; 使惊恐的; 骇人的

- a frightening experience/prospect/thought 可怕的经历/景象/想法
- It's **frightening** to think it could happen again. 想到此事可能再次发生就使人不寒而栗。

fright·ened  **adj.** /'fraɪtnd/ 

~ (of sth/of doing sth)~ (to do sth)~ (that...) afraid; feeling fear 惊吓的; 受惊的; 害怕的

- a frightened child 受了惊吓的小孩
- Don't be frightened. 别害怕。

Grammar Highlights

Subject+linking verb+*-ing/-ed* form



I. Compare and tell the difference in the uses of the underlined parts in each pair of sentences.

1. a. He spends a lot of time with animals every day. Studying animals is his job. **subject**

b. He spends a lot of time with animals every day. His job is studying animals. **predicative**



What was Zhong Yang's job?

Zhong Yang's jobs were collecting seeds and improving education. **predicative**

Collecting seeds and improving education were Zhong Yang's jobs. **subject**

Grammar Highlights



Subject+linking verb+*-ing/-ed* form

Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as predicatives that provide specific information about the subjects of the sentences. They usually come after linking verbs: *be, seem, get, look, become, appear*, etc. For example:

- *His job is studying animals.*
- *The findings seemed amazing.*
- *All these mysteries remain unsolved.*



Grammar Highlights



“

Do all the verbs have **-ing/-ed** forms that can be used like adjectives?

”

chal·len·ging **adj.** /'tʃælɪndʒɪŋ/

1. difficult in an interesting way that tests your ability 挑战性的; 考验能力的
 - challenging work/questions/problems 具有挑战性的工作/提问/问题
 - a challenging and rewarding career as a teacher 富有挑战性且有意义的教师职业

chal·lenged **adj.** /'tʃælɪndʒd/ (especially NAmE)

(used with an adverb 与副词连用) a polite way of referring to sb who has a **disability** of some sort (委婉说法) 伤残的, 有残疾的

- a competition for physically challenged athletes 残疾运动员的比赛

(humorous)



Grammar Highlights



The assumption: All the verbs have *-ing/-ed* forms that can be used like adjectives.

Base Forms	<i>-ing</i> Forms/ <i>-ed</i> Forms	Examples
challenge	challenging	a challenging and rewarding career as a teacher
	challenged	physically challenged athletes

A magnifying glass icon is positioned in the bottom right corner of the table area, pointing towards the 'challenged' row.

Grammar Highlights



The assumption: All the verbs have *-ing/-ed* forms that can be used like adjectives.

Wrong

- **Not all verbs have *-ing/-ed* forms that can be used like adjectives.**

devote—devoted

balance—balanced

delight—**delightful**—delighted

impress—**impressive**—impressed

Grammar Highlights



The assumption: All the *-ing/-ed* forms (if they can be used like adjectives) can be used as predicatives.

- **Not all *-ing/-ed* forms can be used as predicatives.**

a **balanced** diet [usually before noun]

a **growing** number of people [only before noun]

a **grown** man [only before noun]

lend a **helping** hand

Grammar Highlights



The assumption: The *-ing* form can only describe the experience; the *-ed* form can only represent feelings.

- **There are always exceptions.**

a most **loving** husband and father

a **caring** friend

Grammar Highlights



- **Some *-ing/-ed* forms are combined with an **adverb** or a **noun** to form a compound.**

well-built; badly-behaved; well-dressed; life-threatening;
time-saving; time-consuming

This was a **well-received** play.

The play was **well received** by the critics.

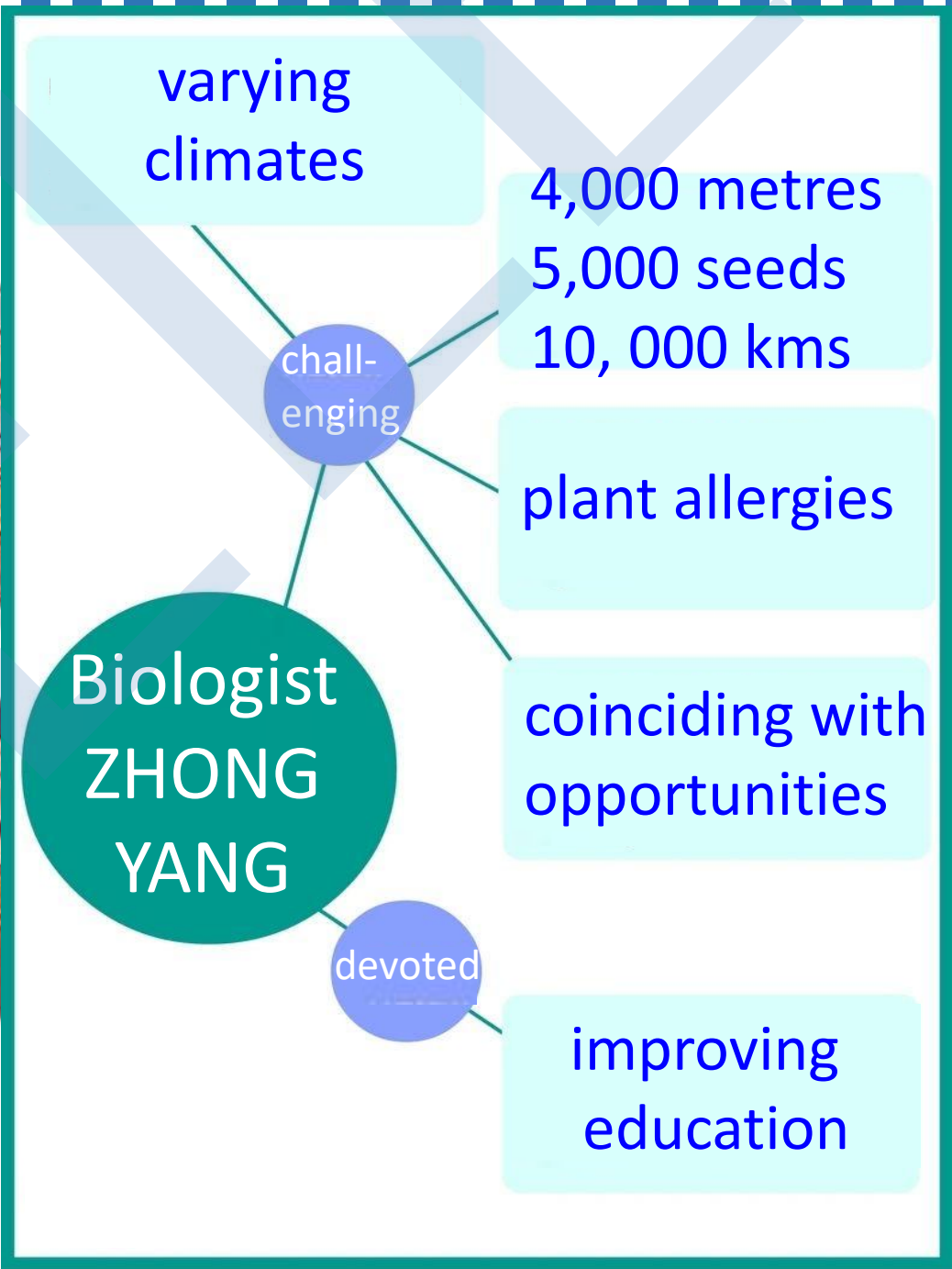
She was a **well-educated** girl with a lively mind.

The girl was **well educated**.

Scientists of Your Choice

- What do you think of his/her experience as a scientist?
- What do you think of him/her as a scientist/a person?

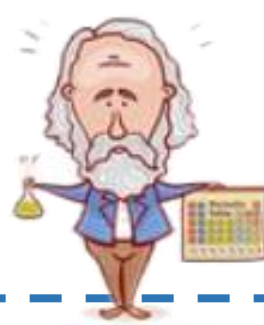
the name of the scientist
his/her field of research
your feelings and opinions
details from the fact/quote



Scientists in General



Scientists are a group of _____ people. They deal with
_____ work all the time. They feel _____ because
_____. In general, their _____ (deeds/words) shed(s)
light on _____.



Scientists in General



Scientists are a group of intellectual individuals with an **inquiring** mind. Though their work might be **tiring**, **challenging**, **demanding**, **discouraging** and even **disappointing** instead of **amusing** and **entertaining**, they are **committed** to it, and they are **fascinated** and **thrilled** to try different methods. Some of them are also artistic, meaning they're creative, intuitive, **charming** and expressive. In general, their **pioneering** work sheds light on our own exploration of science.



Assignments



1. Complete Ex. II and III in Grammar in Use (P9) in the textbook.
2. Read the passage and write three sentences by using the *-ing/-ed* forms of the given words to express your feelings of and opinions on Zhong Yang. The sentences should include effective supporting reasons and details.

Assignments



3. Write a paragraph in about 60 words on your feelings and opinions of a scientist. Use details like important facts and quotes to support your viewpoints and use *-ing/-ed* forms where appropriate. Assess your writing according to the checklist.

Writing Checklist

1. Do I present my feelings and opinions of the scientist clearly?
2. Do I use details to support my viewpoints?
3. Do I use *-ing/-ed* forms appropriately?
4. Do I make grammatical errors?

Thank you!