



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

Unit 1

School Life



When I walk along with two others, from
at least one I will be able to learn.

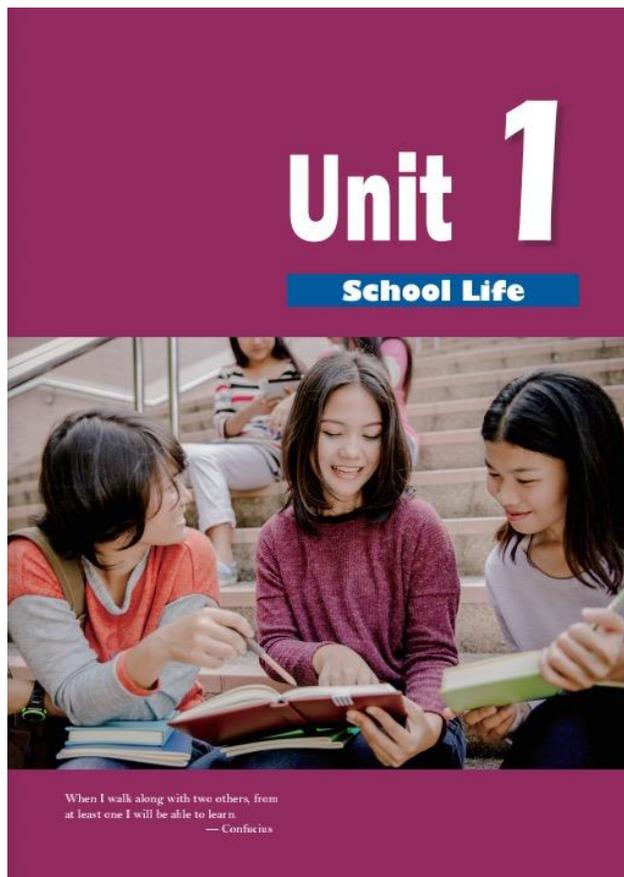
《高中英语》（上外版）

1AU1 Reading A 第二课时

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《高中英语》（上外版）

必修第一册第一单元



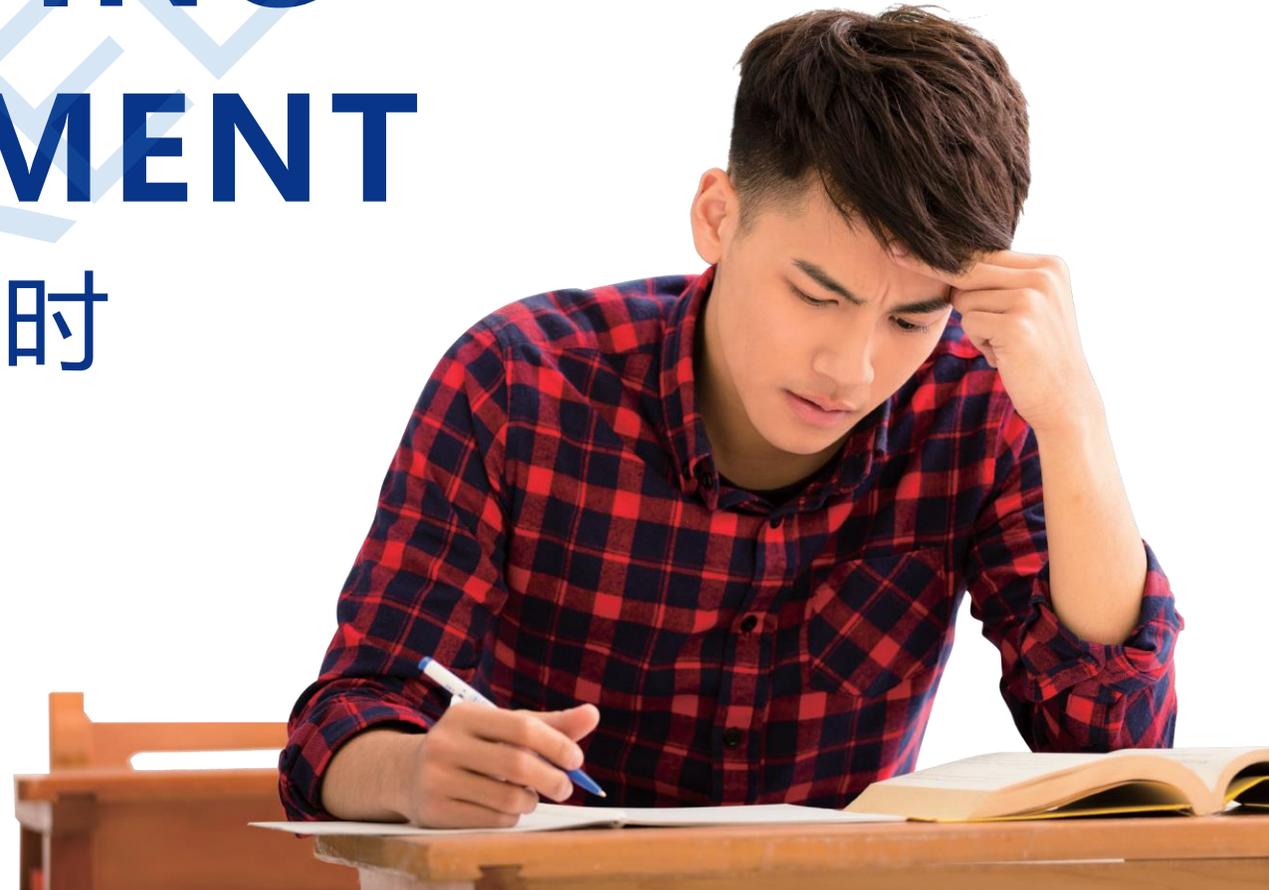
课时	授课内容
1	Getting Started/ Reading A/ Vocabulary Focus
2	Reading A/ Vocabulary Focus
3	Reading A/ Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B/ Culture Link/ Critical Thinking
7	Further Exploration/ Self-assessment



READING A

A WRITING ASSIGNMENT

第二课时





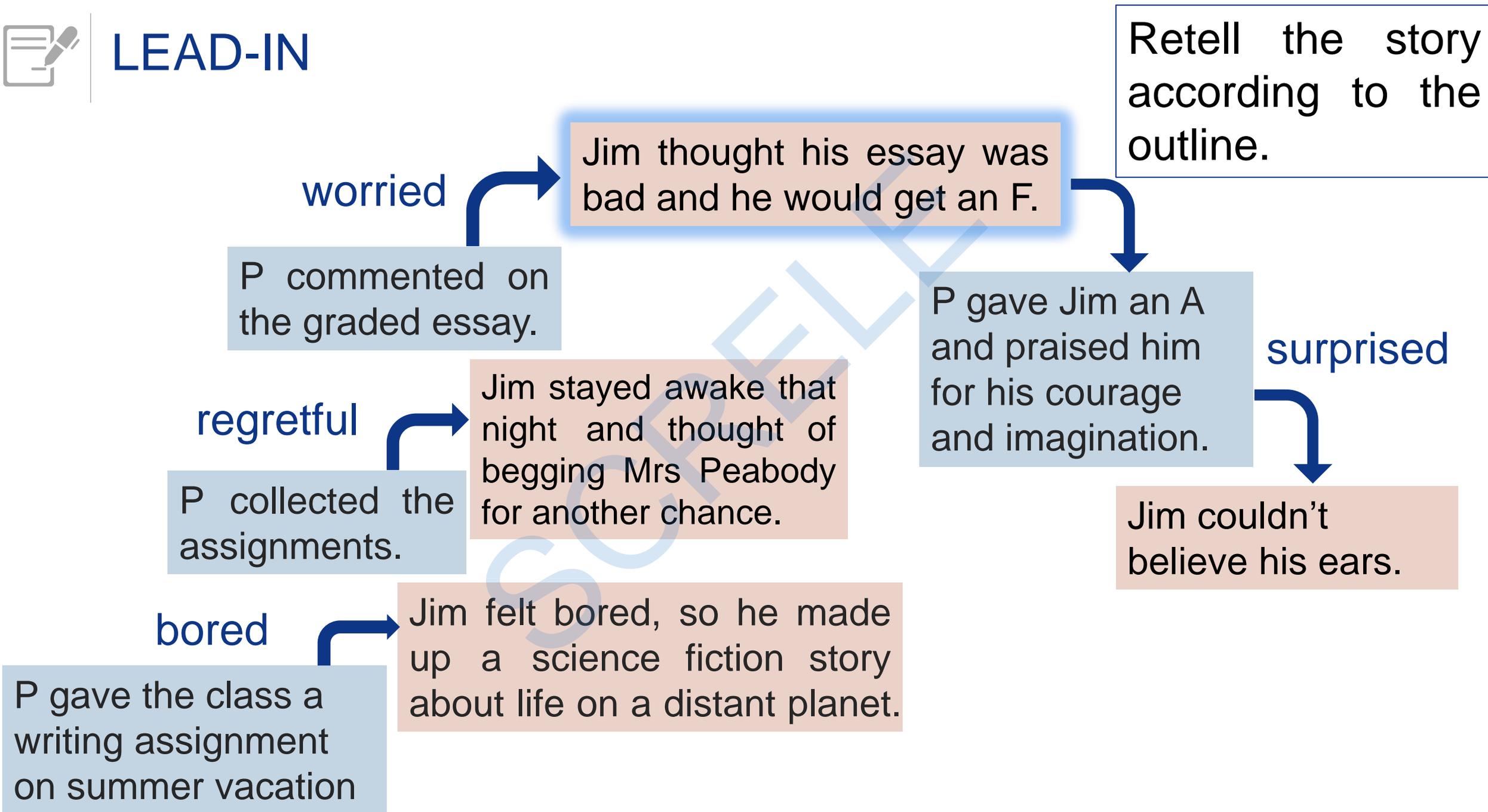
OBJECTIVES

By the end of this lesson, you will be able to...

- identify topic-related words and phrases in the passage by reviewing Jim's writing experience;
能通过复习Jim的写作经历，掌握表述话题的词汇语义网所体现的语言特征。
- identify and use different suffixes in context;
能在语境中理解常用后缀的形式和意义，掌握词性变化的基本规律。
- describe an unforgettable assignment and experiences in junior high school with the topic-related expressions.
能恰当运用话题词汇语义网和常用单词的后缀，描述一次曾经的作业，分享初中校园生活。



LEAD-IN





TEXT ANALYSIS

Mrs Peabody, the English teacher, gave the class a writing assignment.

“Write new, unusual, some way related to summer, she said. “Be as creative as you can. But,” the teacher added, “make sure you use proper spelling and grammar.”

new, unusual,
imaginative

The writing assignment

1. give the class a writing assignment
2. something related to summer vacation
3. be as creative as you can
4. make sure:
make sure that-clause”
make sure to do something
4. proper spelling and grammar



bored, angry or surprised

That night Jim sat at his desk at home and stared at a blank sheet of paper. He didn't want to write about his summer vacation as usual. What could he write about, except a dog, a water park, and two weeks of camp? Boring ... He'd actually been happy to get back to school.

So he wrote what he wanted. Not an essay at all but a short story, science fiction. It was about a distant planet that didn't have summer — it was spring all the time. And it didn't have vacations either. The aliens on the planet worked hours a day. They wished they had vacations.

Jim's initial reaction

- sat at his desk
- **stared** at a blank sheet of paper
- boring
- actually

Jim's decision

- wrote what he wanted
- not...but...
- **science fiction**
- a distant planet
- aliens



TEXT ANALYSIS

The next morning he handed in the story, but later that night he lay awake until 3 a.m., thinking, “Why did I do that? Will Mrs Peabody think I ignored the assignment?” English was his favorite class. Maybe he would beg Mrs Peabody for a chance to write another one, the sort she wanted.

Jim's struggle

- lay awake
- ignored the assignment
- beg sb for a chance to write another one



TEXT ANALYSIS

But when he got to class the following day, it turned out that Mrs Peabody had already read and graded the essays.

The your summer vacation assignment was so short that I'm afraid I've got some rather harsh words to say. Almost everyone in class simply wrote an essay about his or her summer vacation ... Almost everyone."

When do people say harsh words?

"This is bad," Jim thought, "I'm getting an F, I know it."

"But," the teacher continued, "one of you had the courage to be as imaginative as I asked you to be. Jim Martin was the only one who got an A on the assignment." class.

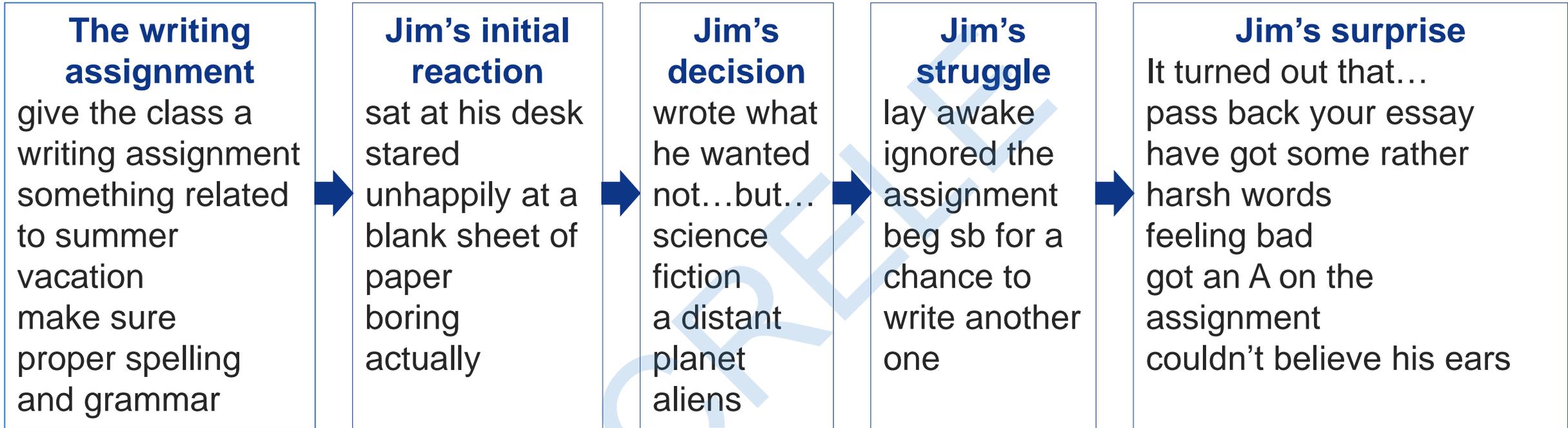
Jim couldn't believe his ears.

Jim's surprise

- It turned out that...
- pass back your essay
- have got some rather harsh words
- feeling bad
- got an A on the assignment
- couldn't believe his ears



TEXT ANALYSIS



Describe in groups one of the assignments your teacher gave to you in the past. Please include:

The assignment=>Your reaction=>Your decision=>The teacher's comment=> Your feeling



WORD FORMATION: SUFFIXES

1. Work in groups and find at least five words with suffixes in Reading A. The group that has found the most words with suffixes is the winner.

- writing (write)
- assignment (assign)
- teacher (teach)
- creative (create)
- spelling (spell)
- boring (bore)
- following (follow)
- imaginative (imagine)



WE HAVE A
WINNER



WORD FORMATION: SUFFIXES

2. Read the passage in II. Word Formation: Suffixes. While reading, you need to
- ① catch the teaching method of Confucius;
 - ② identify the verb or noun form of each underlined word.

teaching different students
in different ways

因材施教

Confucius





WORD FORMATION: SUFFIXES

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.



A suffix is a letter or a group of letters added at the end of a word to make a new word.

Noun suffixes: *-age, -er/-or, -ance/-ence, -ation/-ion, -ment, -ness, -ship, -ty, etc.*

Adjective suffixes: *-al, -ful, -able/-ible, -ant/-ent, -ous, -ive/-ative, -less, -ly, -y, etc.*

Adverb suffixes: *-ly, -ward(s), -wise, etc.*

Verb suffixes: *-en, -ise/-ize, -ify, etc.*





WORD FORMATION: SUFFIXES

3. Fill in the blanks with the appropriate forms of the words in brackets.

I am now going to start my new life in a senior high school.

I remember at the beginning of my junior high school life, I wanted everyone to like me and be 1 friendly (friend) to me. I had a lot of 2 difficulty (difficult) catching up with my classmates. The following year was 3 definitely (definite) a problem year. I tried hard to build 4 friendship (friend) but didn't always succeed. Some subjects were 5 really (real) hard for me, especially physics. Every time I did experiments, I felt worried and 6 nervous (nerve). Both internal and external factors influenced my feelings.

The third year was a year of harvest for me. I became more 7 confident (confidence) as I made great progress in physics. I got on well with my classmates. Many of them have now become my good friends.

Nothing is ever as bad as it seemed. The most 8 valuable (value) thing I have learned is that life will go on and efforts will pay off.



WORD FORMATION: SUFFIXES

School Life

- start my new life
- be friendly to me
- have difficulty catching up with my classmates
- a year of harvest
- make great progress in physics
- get on well with my classmates
- The most valuable thing I have learned
- efforts will pay off

Topic-related lexis



MY EXPERIENCES IN JUNIOR HIGH SCHOOL

Talk in groups about your experiences in junior high school. You may use the words and expressions learned in this class and follow the structure below:

I remember at the beginning...

The following year was...

The third year was...

The most valuable lesson I have learned is that...





ASSIGNMENTS

1. Review the words and expressions learned in class and brainstorm in groups for more examples with suffixes.
2. Record your description about your experiences in junior high school and share it in the QQ class group

Note that you can use as many words learned as possible.



谢谢！

鸣谢

教学指导

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保障单位

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