

《高中英语（上外版）》选择性必修第二册 Unit 1 Scientists

课时：第三课时 教学内容：Saving Tibet One Seed at a Time

课型：阅读课（语法） 设计者：上海市上海中学 冯悦

一、教学设计与说明

1. 教学目标

本课为本单元的第三课时，学生通过该课时的学习，能通过阅读词汇聚焦练习 I 以及完成语法运用练习 I，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；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；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。

2. 设计思路

本课为语法课，教学内容是-ing/-ed 形式作表语，语法结构是“Subject+linking verb+-ing/-ed form”。-ing/-ed 形式作表语的语用功能是说明主语的内容，表示主语具有的特性、特征，或表达观点和情感等。首先，教师请学生朗读阅读 A 的概要，找到钟扬在雪域高原收集种子的相关信息，发现用-ing 形式评价科学家工作、用-ed 形式评价科学家个人品质的语言特点。其次，教师引导学生比较-ing/-ed 形式在单句中的不同语法成分，理解其作表语的基本格式，并指导学生通过查阅字典，理解-ing/-ed 形式作表语的语用区别。随后，教师提出几条关于-ing/-ed 形式作表语的语用误区，指导学生通过查阅字典，对假设进行证实或证伪，培养学生的自主探究能力。最后，借助介绍科学家的语境，鼓励学生运用-ing 形式和-ed 形式，以口头和书面形式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，感知崇高的科学精神。

本课作业要求：1. 完成填空练习 (P9, Exercise II 和 III)。2. 读短文，从所给词中选择三个，用其-ing 形式或-ed 形式写三句话评价钟扬，表达情感态度和观点。3. 根据课堂笔记，完成段落写作，评价所选科学家，表达情感态度和观点，并恰当使用-ing 形式或-ed 形式的正确形式。字数为 60 词左右。

3. 重点难点

指导学生通过查阅字典，理解-ing/-ed 形式作表语的语用区别，并能在口头和书面表达中恰当使用 -ing 和 -ed 形式作表语。

Lesson Plan

Learning Objectives:

By the end of this period, students will be able to:

1. identify *-ing/-ed* forms used as predicatives in context and grasp the format of *-ing/-ed* forms used as predicatives;
2. identify the pragmatic difference between *-ing* forms and *-ed* forms used as predicatives and clarify common assumptions about the pragmatic use of *-ing/-ed* forms;
3. use *-ing/-ed* forms appropriately as predicatives by evaluating scientists, their work or their qualities, expressing feelings and opinions, and concluding scientists' common features.

Learning Procedures:

I. Interactive activity 1: The summary of Reading A

*T: Comment on Ss' first homework of the last period — a summary of the feature article. Draw Ss' attention to the *-ing* form modifying Zhong Yang's work ("challenging") and the *-ed* form reflecting Zhong Yang's scientific qualities ("devoted"). Find the common feature of *-ing* or *-ed* forms — both are derived from base forms.

*Ss: Observe *-ing/-ed* forms in context and conclude their common feature in form.

Purpose: To encourage Ss to identify *-ing/-ed* forms in context and conclude their common feature through observation.

Guided question:

What do *-ing* and *-ed* forms have in common?

II. Interactive activity 2: *-ing/-ed* forms (present/past participles) used as predicatives

*T: Introduce the format of *-ing/-ed* forms (present/past participles) used as predicatives and help Ss to understand the format by comparing different grammatical functions *-ing/-ed* forms (present/past participles) serve.

*Ss: Understand *-ing/-ed* forms used as predicatives by comparing different grammatical functions *-ing/-ed* forms serve.

Purpose: To help Ss understand the format of *-ing/-ed* forms (present/past participles) used as predicatives.

Guided question:

What is the format of *-ing/-ed* forms (present/past participles) used as predicatives?

III. Interactive activity 3: The pragmatic function of *-ing/-ed* forms (present/past participles) used as predicatives

*T: Guide Ss to distinguish *-ing* forms and *-ed* forms used as predicatives in expressing opinions and feelings.

*Ss: Identify and understand the difference between *-ing* forms and *-ed* forms used as predicatives in expressing opinions and feelings.

Purpose: To help Ss understand different pragmatic functions of *-ing/-ed* forms (present/past participles) used as predicatives.

Guided question:

What are the pragmatic functions of *-ing/-ed* forms (present/past participles) used as predicatives?

IV. Interactive activity 4: *-ing/-ed* forms(gerunds) used as predicatives

*T: Encourage Ss to understand the format of *-ing/-ed* forms(gerunds) used as predicatives by comparing the different grammatical functions of *-ing/-ed* forms (gerunds).

*Ss: Compare the different grammatical functions of *-ing/-ed* forms (gerunds).

Purpose: To help Ss understand the format of *-ing/-ed* forms (gerunds) used as predicatives.

Guided question:

What is the format of *-ing* forms (gerunds) used as predicatives?

V. Independent activity 5: The invalidity of the first assumption

*T: Inspire Ss to think whether all the verbs have *-ing* or *-ed* forms used like adjectives. Guide Ss to consult the dictionary, make an assumption and test it. Guide Ss to find evidence to substantiate the claim that not all verbs have *-ing* or *-ed* forms used like adjectives.

*Ss: Test the assumption by using dictionaries. Exchange notes and ideas.

Purpose: To enable Ss to study *-ing/-ed* forms by using dictionaries.

Guided question:

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

VI. Interactive activity 6: The invalidity of the second assumption

*T: Guide Ss to find evidence to substantiate the claim that not all *-ing* or *-ed* forms can be used as predicatives.

*Ss: Test the assumption by using dictionaries. Exchange notes and ideas.

Purpose: To help Ss to think critically when using *-ing/-ed* forms.

Guided question:

Can all the *-ing/-ed* forms be used as predicatives?

VII. Interactive activity 7: The invalidity of the third assumption

*T: Guide Ss to find evidence to counter the claim that the *-ing* form can only describe the experience, while the *-ed* form can only represent feelings. Introduce compounds with *-ing/-ed* forms. Remind Ss that there are exceptions to grammatical rules.

*Ss: Test the assumption by consulting the dictionary. Exchange notes and ideas.

Purpose: To help Ss to think critically when using *-ing/-ed* forms.

Guided questions:

1. Can the *-ing* form only describe the experience?
2. Can the *-ed* form only represent feelings?

VIII. Interactive activity 8: Reflection on the work and qualities of the scientist of choice

*T: Guide Ss to make a poster of the scientist of their choice and comment on the scientist, his/her work and his/her qualities, etc by using *-ing/-ed* forms where appropriate.

*Ss: Make a poster of the scientist of their choice, exchange ideas with group members, and express opinions and feelings by using *-ing/-ed* forms where appropriate.

Purpose: To help Ss express opinions and feelings by using *-ing/-ed* forms.

Guided questions:

1. What do you think of his/her experience as a scientist? Are there any details to support your point of view?
2. What do you think of him/her as a scientist/a person? Are there any details to support your point of view?

3. Can you comment on the scientist of your choice by using complete sentences? What's your feelings of him/her? What can we learn from him/her?

IX. Interactive activity 9: Reflections on common features of scientists in general

*T: Guide Ss to identify common features of scientists in general.

*Ss: Identify common features of scientists in general through group discussion.

Purpose: To help Ss examine and assess common features of scientists in general.

Guided questions:

1. Do scientists in general have anything in common?

2. What do you think of the qualities of 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 _____.

X. Assignments:

1. Complete Ex. II and III in Grammar in Use (P9) in the textbook.

2. Read the passage and write at least 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.

Late Professor Honored for Devotion to Work

Zhong Yang, a biologist who spent much time and effort on education and biology research, was honored as an "Excellent Party Member".

Zhong was famous for spending 16 years to assist Tibet's development. He collected about 40 million plant seeds to build a genetic bank of plants that grow exclusively in the Qinghai-Tibet Plateau, and helped to develop education of ecology in Tibet.

At an early age, Zhong developed a curious attitude to learning. In 1979, Zhong, who was then 15, joined a class for gifted students at the University of Science and Technology of China, and he studied radio electronics. After graduating, Zhong was assigned to the Chinese Academy of Sciences' Institute of Botany in Wuhan, as the institute was building a computer laboratory.

Zhao Bin, Zhong's close friend, couldn't understand Zhong's decision to move to Wuhan. "But he was confident in the job," Zhao recalled. "He said he had spent only three years to learn about radio electronics at the university, but he had more time to learn botany in his life."

Zhong took an interest in botany so that it became his life's career. His approaches to research differed to those of other botanists because of his academic background, Zhao said. In 2000, he became a deputy director of the Institute of Botany.

But he resigned the position and left for Shanghai for a professorship at Fudan University because he had been dreaming of being a teacher like his parents. Zhong treated every student like "a seed of hope", said Zhao. Xu Yiqin, a former student, said Zhong's classes were quite instructive and he was always the navigator when they conducted research in the wild and he made sure the roads were safe.

1) (devote)

2) (impress)

3) (inquire)

4) (confuse)

5) (interest)

6) (inspire)

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

Writing Checklist

- | | |
|---|-------|
| 1. Do I describe my feelings and opinions of the scientist clearly? | _____ |
| 2. Do I use details to support my viewpoints? | _____ |
| 3. Do I use <i>-ing/-ed</i> forms appropriately? | _____ |
| 4. Do I make grammatical errors? | _____ |