

# 《高中英语（上外版）》选修第三册 Unit 1 Stress

课时：第 3 课时      课题：Grammar in Use

课型：语法课      设计者：复旦附中 黄祎杰

## 一、教学设计与说明

### 1. 教学目标

本节课授课对象为高二第二学期的学生。经过之前课程的学习，同学们已经有了不定式在句子中各项功能的总体概念。但是大部分同学们对不定式句法功能的总体框架结构是不清晰的，不清楚不定式在句子可以做具体哪些名词性成分，以及在做名词性成分时难以区分不定式和动名词的功能，对不定式的各项句法功能各自的特点、重点、难点没有概念。所以本节课的核心目标是让学生理解不定式作主语和表语成分的用法，并能做到学以致用。

### 2. 设计思路

本课为本单元第三课时的语法教学课，旨在帮助学生理解不定式作主语和补语这一语法功能，并为学生创设产出的机会，提高语用能力。导入部分利用课本 P8-9 练习 I，通过阅读课学习的内容进行发问，鼓励学生使用不定式的句子来回答。学生学会对不定式的语法成分进行分类归纳，在头脑中形成不定式知识体系的网络架构。操练部分采用任务型教学方法，在遵循学生认知规律的基础上设置多层次能力要求逐步递进的实践任务，引导学生在完成各个层次的任务中逐步实现不定式作主语和表语这一语法功能的内化。

### 3. 重点难点

结合课文话题内容，让学生利用不定式的语法点，连句谋篇，做一个小演讲(mini-speech)。

## Lesson Plan

### Learning Objectives:

By the end of the period, the students are expected to:

1. have the ability of classifying and summarizing grammar rules of infinitives as subjects and predicatives.
2. form the network of infinitives and gerunds as nouns in mind so as to distinguish infinitives from gerunds.
3. skillfully apply infinitive forms as subjects and predicatives in reading and writing.

## Procedures:

### I. Lead-in activity: Answering how to keep stress away

\*T: Guide the students to answer the question what can we do to keep stress away (remind students to answer the question with the help of infinitives)

\*Ss: Recall the grammatical rules of infinitives used as objects by category.

**Purpose: To introduce the grammar in a familiar topic.**

Guided question:

After learning the text *Stress*, what can we do to keep stress away? (The sentence structure can be provided if students find it difficult to reply with infinitives)

Suggested answers:

***infinitives used as subjects***

- ① To have a balanced life is the best way.
- ② It is important to share our feelings with others.

***infinitives used as predicatives***

- ③ What we can do is (to) have sufficient sleep.
- ④ When we sleep for at least 8 hours, our brains seem to have enough rest.

### II. Grammar learning (I): Finding the grammar rules

#### Step II. Grammar Learning

\*T: Ask students what role do these underlined parts play in the sentences

\*Ss: Tell the role as subjects and predicatives.

It is important to share our feelings with others. = To share our feelings with others is important. /  
Sharing our feelings with others is important.

\*T: Ask students what role do ***It*** plays in the sentence ②.

\*Ss: ***It*** is used as **formal subject** in the sentences, and infinitives serve as the real subject.

**Purpose: To equip students with corresponding grammatical knowledge.**

### III. Grammar learning (II): Matching and sentence restructure

\*T: Ask students to connect the two parts into one in a correct order.

\*Ss: Match the two parts and restructure the sentences.

**Purpose: To get acquainted with the infinitive usage and be prepared for the mini-speech**

1. to exercise after a whole day's class
2. to keep attentive for the whole class
3. to learn what you have interested in
4. to read reference books after class
5. to finish academic work with our partners
6. to keep our stress away

takes time  
healthy  
educational  
relaxing  
Interesting  
important

Keys (answers may vary):

It is healthy to exercise after a whole day's class.

It is important to keep attentive for the whole class.

It is interesting to learn what you have interest in.

It is educational to read books after class.

It is relaxing to finish academic work with our partners.

It takes time to keep our stress away.

#### IV. Grammar learning (III): Choosing the appropriate form to complete the sentences.

\*T: Ask students to choose the appropriate form to complete the sentences.

\*Ss: Fill in the blanks with appropriate verb forms.

\*T: Ask students what the differences are when choosing between infinitives and gerunds

\*Ss: Give their opinions on the differences between infinitives and gerunds.

**Purpose: To tell the difference between infinitives and gerunds to better understand infinitives as subjects and predicates**

Choose the appropriate form to complete the sentences:

1. \_\_\_\_\_ (**To copy** / **Copying**) other students' homework is not correct.
2. John's plan is \_\_\_\_\_ (**to keep** / keeping) stress away.
3. \_\_\_\_\_ (To read / **Reading**) reference books took up much of my leisure time.
4. Part of the problem is not \_\_\_\_\_ (to know / **knowing**) proper ways to reduce stress.
5. The mission of the training is \_\_\_\_\_ (**to improve** / improving) the well-being of the people in distress.
6. My goal is \_\_\_\_\_ (**to help** / helping) those in trouble to develop a healthy mindset.

*Infinitive sounds more abstract, philosophical and formal, while gerund sounds more normal and common when used as the subject or the complement of a sentence.*

## V. Grammar learning (IV): Choosing the appropriate form to complete the sentences.

\*T: Ask students to read a short passage and fill in the blanks with the infinitive forms of the verbs given in the brackets. Then circle the ones that are used as subjects and predicatives. Call students' attention to the differences between infinitives and gerunds, and the difference between infinitives used as subjects & infinitives and other functions.

\*S: Read the short passage silently and circle the structures infinitives as subjects and predicatives in the passage and then fill in the blanks with suitable verb forms (infinitives & gerunds)

**Purpose: To help students better understand infinitives used as subjects & predicatives and other forms**

Art therapy is one of the oldest effective forms of self care and healing, and it helps to develop personal awareness. It can also be used **to treat** issues and illnesses such as anxiety, depression and stress disorder.

Art therapy is suitable for those who are interested in **expressing** themselves through art. It can be difficult **to open up** to a complete stranger about one's deepest and darkest emotions. In art therapy, words are not always necessary. A simple act of a scribble on paper can be a release for a depressing thought and bright light to darkness.

We offer a wide variety of art therapy courses, including Chinese calligraphy and Chinese brush painting. It is our purpose **to help** people engage the creative self in **building** mind and body health and wellness. The main objectives of our courses are **to connect** individuals through art and creativity, **(to) reduce** personality, and **(to) develop** team building and interpersonal bonding.

## VI. Grammar output: Mini-speech

\*T: Ask students to make sentences with the help of infinitives on the topics of *how to keep stress away*.

\*S: Make sentences with the hints of infinitive sentence structures and combine them into a mini-speech.

**Purpose: To help students better apply the grammatical knowledge into practice**

### *Sentences structure*

It's + adj.(relaxing / upsetting / tiring ...) + to do sth.

How + adj. + it is to do sth. !

My plan / ambition / goal / ... is to ...

It is our duty / mission / ... to do ...

It is a good idea to do ...

It is against my principles / wish / not accepted / ... to do such a thing.

It takes sb. sth. (sustained effort / a lot of time / ...) to do ...

### *Recommended version*

It is common practice for us **to feel weighed down** with so much academic burden on ourselves.

However, it is not accepted **to be under stress continuously**. My goal is **to keep the stress** away and

here are my plans. To increase the efficiency is on the top of my priority. What I'm going to do first is (to) have sufficient sleep. The next step is to make sure that be attentive for the whole class. How fruitful it is to keep my mind occupied for a whole class. It is against my principles not to be listening and to finish other homework in class. Therefore, in order to improve my academic performance, I must fully make use of my time.

Translation exercise for homework:

1. 有可能防止金融危机将来再次发生吗? (possible)

Is it possible to prevent a financial crisis from occurring again in the future?

2. 要分辨网络信息的真伪绝非易事。(It)

It is no easy job to tell which information on the Internet is true.

3. 让没有受过专业培训的人操纵机器是不负责任的行为。(It)

It is not responsible to allow someone who hasn't received professional training to operate the machine.

4. 参加太空飞行是令人刺激的冒险。(It)

It would be an exciting adventure to take part in a space flight.

5. 你真周到, 帮我预先定好了票子。(It)

It is so considerate of you to have booked the ticket for me in advance.

=> It is + ADJ. + (for / of sb.) to do sth.

6. 乘务员的职责之一就是确保所有乘客都系好安全带。(ensure)

Before the plane takes off, one of the flight attendants' duties is to ensure that all the passengers have their safety belts fastened.

7. 老师的工作是确保每个学生感到自己对社会有用。(make sure)

It is a teacher's job to make sure that every student feels himself useful to society.

8. 透过字面理解就是读懂文章隐含的意思。

To read between the lines is to understand the implied meaning of a piece of a writing.