

《高中英语（上外版）》必修第三册 Unit 2 Art and Artists

课时：第3课时 课题：Infinitives 1

课型：Grammar in Use 设计者：上海市扬子中学 包永花

◇ 教学设计与说明

1. 教学目标

本课为本单元的第3课时，核心目标为引导学生在艺术欣赏的语境中识别和理解不定式的基本形式，以及不定式做宾语、状语、补语和定语时的意义和语用功能，运用动词不定式与艺术相关的主题词汇讨论艺术作品，发现艺术作品的寓意及其传递的文化信息。

2. 设计思路

本课的设计理念是“在主题语境中构建三维语法观”。本课时创设了一个参观艺术博物馆的大语境。目的有三：一是把呈现、操练和运用目标语法的活动融入在参观前、参观中和参观后的语境中，在语境中体现语法知识“形式—意义—使用”的统一体。二是让学生提前了解艺术欣赏的方法，熟悉参观艺术博物馆的要素，为项目探究板块的参观艺术博物馆和撰写与汇报参观报告这一活动做铺垫。三是为了更自然地复现主题词汇，帮助学生巩固和积累主题词汇。

本课由参观艺术博物馆的语境导入，先让学生在有关艺术欣赏的段落中划出动词不定式，总结动词不定式的不同形式和其在语境中的不同功能和意义。接着，是不定式做宾语的学习操练，引导学生在语境中总结不定式做宾语的两种基本形式，并梳理后接不定式的两类动词。其次是不定式做状语的学习操练，主要是理解意义，并以补全句子的形式进行操练。然后是不定式做补语的学习操练，先引导学生在语境中总结不定式做宾补的两种形式，再关注原本不带 to 的不定式在被动句中还原 to 的特点，并让学生罗列后跟不定式做宾补的两类动词，再以补全参观博物馆过程中具体事项的形式让学生操练不定式做补语。最后是不定式做定语的学习操练，引导学生在语境中总结不定式做定语的规则。最后，是参观后向同学介绍一幅艺术画作，对动词不定式和与艺术相关的主题词汇进行迁移运用。

3. 重点难点

在大语境中理解和运用动词不定式做宾语、补语、状语和定语；准确运用动词不定式与艺术相关的主题词汇表达和艺术欣赏相关的话题。

Lesson Plan

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

1. identify the different forms of infinitives by finding the infinitives in a paragraph;
2. identify the four functions of the infinitives (object, adverbial, complement and attributive) and understand their meanings in the context of art appreciation;
3. introduce artworks by using the infinitives art-related vocabulary.

Procedures:

I. Identifying forms and functions of the infinitives

- Interactive Activity 1: Read a paragraph, underline the infinitives in it and conclude their

basic forms.

*Teacher: Ask students to underline the infinitives in a paragraph and tell the forms.
*Students: Read a paragraph, underline the infinitives in the paragraph and conclude the simple forms and negative forms of the infinitives.
*Purpose: To help students get the simple forms and negative forms of the infinitives.

Guided Question: What are the simple forms and the negative forms of the infinitives?

- Interactive Activity 2: Identify the functions of the underlined infinitives.

*Teacher: Ask students to match the functions with the underlined infinitives.
*Students: Match the functions of the infinitives.
*Purpose: To help students identify the functions of the infinitives.

Guided Question: What are the functions of the underlined infinitives?

II. Analysing usages of the infinitives

1. Infinitives as Objects

- Interactive Activity 3: Identify two different forms of infinitives as objects and list the verbs that use “to do” and “wh- + to do” as objects respectively.

*Teacher: Present students with two sample sentences with infinitives as objects and ask them to tell the Chinese meaning of each sentence and take down the verbs that use “to do” and “wh- + to do” as objects respectively.
*Students: Read the sample sentences, tell their Chinese meanings and take down the verbs that use “to do” and “wh- + to do” as objects respectively.
*Purpose: To help students master the situations where infinitives are used as objects.

Guided Questions:

- ✓ What verbs only use “to do” as objects?
- ✓ What verbs use “wh- + to do” as objects?

2. Infinitives as Adverbials

- Interactive Activity 4: Translate sentences with the infinitives as adverbials.

*Teacher: Show students two sample sentences with infinitives as adverbials and ask them to tell the Chinese meaning of each sentence and the functions of the infinitives; ask students to complete another two sentences according to the Chinese given.
*Students: Read the two examples, tell their Chinese meanings and the functions of the infinitives; complete another two sentences according to the Chinese.
*Purpose: To guide students to understand the situations where infinitives are used as adverbials.

Guided Question: What do the infinitives express in the sentences?

3. Infinitives as Complements

- Interactive Activity 5: Identify two different forms of infinitives as complements and list the verbs that use “to do” or “do” as complements.

*Teacher: Present students with two sample sentences with infinitives as complements, show them the difference in passive sentences and ask them to conclude what kind of verbs use “to do” or “do” as complements.

*Students: Observe two sample sentences with infinitives as complements and figure out the difference in passive sentences; think about and take down the verbs that use “to do” or “do” as complements.

*Purpose: *To help students master the situations where infinitives are used as complements.*

Guided Question: What verbs use “to do” or “do” as complements?

- Interactive Activity 6: Complete the following sentences, using infinitives as complements with the help of the pictures.

*Teacher: Show students some pictures and incomplete sentences and ask them to complete the sentences with the help of the pictures, using infinitives as complements.

*Students: Complete the sentences with the help of the pictures, using infinitives as complements.

*Purpose: *To help students practice using infinitives as complements properly in the context.*

4. Infinitives as Attributives

- Interactive Activity 7: Think about and conclude the usages of infinitives as attributives according to the examples.

*T: Encourage students to try to conclude when we use infinitives as attributives according to the examples.

*Students: Think about and conclude when we use infinitives as attributives according to the examples.

*Purpose: *To help students master the situations where we use infinitives as attributives.*

Guided Question: When do we use infinitives as attributives?

4. Summary

- Interactive Activity 8: Summarize what has been learned about infinitives in the class.

*Teacher: Ask students to conclude and take down what has been learned about infinitives in the class.

*Students: Conclude and take down what has been learned about infinitives in the class.

*Purpose: *To help students summarize the infinitives as objects, adverbials, complements and attributives.*

Guided Question: Could you please conclude and take down what has been learned about infinitives in the class?

III. Using the infinitives in context

- Interactive Activity 9: Introduce the paintings using at least three infinitives by following the example.

*Teacher: Show students an example of introducing a painting by using infinitives.

*Students: Discuss and introduce the paintings using at least three infinitives by following the model.

*Purpose: *To help students go over what has been learned in the class and think further about artworks and social influences.*

Guided Questions: Which painting impresses you most? Could you please introduce one of the paintings using at least three infinitives by following the example?

IV. Homework

1. Complete Ex. II & Ex. III on P25;
2. List the verbs that can use both “to do” or “v-ing” as objects; choose three verbs from the first type and make one sentence for each verb and choose three verbs from the second type to make two sentences for each verb with “vt. + to do” and “vt. + -ing”;
3. Choose one of the paintings and write a short paragraph to introduce it, using at least three infinitives.

Your introduction should include:

- 1) the brief information about the painting (painter, name, etc.);
 - 2) your understanding of the painting (subject, style, message, ect.);
 - 3) other information about the painting or the painter.
4. Sort out the words and expressions in this lesson related to the topic of this unit, and write them down in your word bank.

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