**Unit 2 Learning about Language 2**

**Discover Useful Structures 教案**

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| 教学  目标 | | By the end of this period, students will be able to  1.find, observe and analyse the examples of past participles in the text.  2.better master the usages of past participles serving as an attribute, adverbial, predicative, or object complement.  3. rewrite the sentences using past participles and recognise the difference.   1. 4. apply past participles in your writing. | | |
| 重点  难点 | | 1.Instruct students to differ the usages of past participles serving as an attribute, adverbial, predicative, or object complement.  2.Help students to improve their expressions by using past participle.  3.Instruct students to use past participles correctly in the real context. | | |
| 教学  策略 | | Discovering learning method | | |
| 课时  安排 | |  | 课型 | Learning about Language |
| **Teaching procedure**  **Lead-in**  Work in groups and read the text again to find as many examples of past participles as possible. (P17 E1)  1.**Located** to the south of the equator, below many other countries on the globe, it’s often informally referred to as “down under”. (Para. 1)  2.I’m more **interested** in meeting people in Australia and experiencing their culture, food, and way of life. (Para. 2)  3.The influence of Asian cultures, on the other hand, led to the introduction of bean curd and Asian herbs, along with Australian versions of foods like the **Chinese-inspired** dim sim. (Para. 3)  4.Most of their musical instruments are really just sticks **found** on the ground, among which there is an amazing instrument **called** the didgeridoo. (Para. 5)  5.A **skilled** player can play for a long time without stopping to breathe. (Para. 6)  6.I tried to learn how to play it, but after trying for hours, I was **convinced** that I could never make a musical sound with this instrument! (Para. 6)  7.After being here for a while, my biggest impression is the **complicated** mix of peoples and cultures that make up the nation. (Para. 7)  8.Although the main cultural influence since 1788 has been Western culture, minority cultures have also played a part in shaping the unique Australian culture, with many of the new cultural influences **contributed** by immigrants. (Para. 7)  9.It is said that now nearly half of all Australian citizens were either **born** overseas or have parents who were **born** overseas. (Para. 7)  **Thinking: What is the function of each red word in these sentence?**  **Step2: The review of the past participles**  **一、过去分词作定语**  **意义：及物动词的过去分词作定语往往表示被动和完成；不及物动词的过去分词作定语不表示被动，只表示完成。**  **(1) 表示被动和完成**  **一条被污染的河流 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **浇过水的花 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(2) 只表示完成，不表示被动**  **落叶 \_\_\_\_\_\_\_\_\_\_\_\_**  **升起的太阳 \_\_\_\_\_\_\_\_\_\_\_\_**  **位置：单个的过去分词作定语时，通常放在被修饰词的前面；过去分词短语作定语时，通常放在被修饰词的后面，其作用相当于一个定语从句。**  The student dressed in white is my daughter.  ＝ The student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is my daughter.  **二、过去分词作表语**  **意义：用在系动词后面，构成系表结构，表示主语所处的状态。**  (1) She looked \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (disappoint).  (2) We were \_\_\_\_\_\_\_\_\_\_\_\_ (encourage) at the news.  **过去分词作表语表示主语所处的状态。这一结构从形式上与被动语态相同，但被动语态强调主语所承受的动作。试比较：**  (1) 这本书写得好。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (2) 这本书是由一位士兵写的。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  三、过去分词作状语  意义：过去分词作状语，修饰谓语动词，进一步说明谓语动词的动作和状态，其逻辑主语通常就是句子的主语，且主语是过去分词动作的承受者。过去分词作状语时，可单独使用，也可以在其前面加上适当的连词，可表示时间、原因、条件、伴随、方式等。  Greatly \_\_\_\_\_\_\_\_\_\_\_ (interest), I asked how he played these new works.  The scientist Tu Youyou came in, \_\_\_\_\_\_\_\_\_\_ (follow) by her assistant.  When \_\_\_\_\_\_\_\_ (see) from the top of the hill, the park looks more beautiful.  功能：过去分词作状语，在意义上相当于一个状语从句。它可以表示时间、原因、条件、让步、方式或伴随等。  (1) Accepted by the Party, he decided to devote his life to the cause of the Party.  ＝ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he decided to devote his life to the cause of the Party.  (2) Deeply moved by the story, the excited people stopped quarrelling with each other.  ＝\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the excited people stopped quarrelling with each other.  (3) If heated, water can be turned into vapour.  ＝ \_\_\_\_\_\_\_\_\_\_\_\_\_\_, water can be turned into vapour.  (4) Exhausted by the running, they went on running after the robber.  ＝ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they went on running after the robber.  四、过去分词作宾语补足语  意义：过去分词作宾补，说明宾语的状态或性质，其前面的宾语就是其逻辑主语。过去分词所表示的动作和宾语为被动关系。作宾补的多是及物动词。  能够接过去分词作宾补的动词有以下三类：  (1) 表示感觉或心理状态的动词。如 see, watch, observe, find, hear, feel, notice, think 等。  I heard the song \_\_\_\_\_\_\_ (sing) in English.  He found his purse \_\_\_\_\_\_\_ (lose).  (2) 表示“致使”意义的动词。如 have, make, get, keep, leave 等。  I’ll have my hair \_\_\_\_\_ (cut) tomorrow.  He got his tooth \_\_\_\_\_\_\_\_ (pull) out yesterday.  (3) 表示“希望” “要求”意义的动词。如 like, order, want, wish, expect等，其结构为“ vt.＋ 宾语 ＋ (to be) p.p.”。  I would like this matter (to be) \_\_\_\_\_\_\_\_ (settle) at once.  I wish my homework (to be) \_\_\_\_\_\_\_\_ (finish) before five o’clock.  **Step3:Practise and apply**  **Fill in the blanks with the help of the beginning letters. Then rewrite the sentences without using past participles and recognise the difference. (P17 E2)**  1.D\_\_\_\_\_\_\_\_ as “the home of golf”, Scotland is a perfect destination for a relaxing holiday.  2.Cuba is just south of America, s\_\_\_\_\_\_\_\_\_ from it only by the Straits of Florida. It is a country k\_\_\_\_\_\_\_ for its exciting music and dancing.  3.With many parts of the world not m\_\_\_\_\_\_\_ yet, researchers have begun a project that involves travelling around the world and taking sample photographs.  4.I\_\_\_\_\_\_\_\_ by the first European settlers to Australia, the Sunday roast is now considered typical Australian food.  5.E\_\_\_\_\_\_ to the freezing weather, many brave tourists and scientists still choose to visit Antarctica.  6.I\_\_\_\_\_\_\_\_\_\_ by Chinese culture, many capital cities now have Chinatowns which are in themselves popular tourist attractions.  **Rewrite the sentences without using past participles and recognise the difference. (P17 E2)**   1. **Divided** as “the home of golf”, Scotland is a perfect destination for a relaxing holiday.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Cuba is just south of America, **separated** from it only by the Straits of Florida. It is a country **known** for its exciting music and dancing.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.With many parts of the world not **mapped** yet, researchers have begun a project that involves travelling around the world and taking sample photographs.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.**Introduced** by the first European settlers to Australia, the Sunday roast is now considered typical Australian food.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.**Exposed** to the freezing weather, many brave tourists and scientists still choose to visit Antarctica.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **What information can you get from each sentence?**  **Below is a passage about the history of the Eiffel Tower before it was considered an iconic attraction. The text contains quite a few verb form mistakes. Correct the mistakes on your own. Then compare your corrections with a partner. (P17 E3)**  The Eiffel Tower is the most famous landmark in France, and one of the most visiting monuments in the world. But it wasn’t always so popular. In fact, in 1886, just after its construction was first propose, many were strongly against it. At that time, it would have been the tallest building in the world, and many claim it would destroy the skyline of Paris, or perhaps even destroy some historic landmarks. The chief engineer, Gustave Eiffel, replied say that such a large monument was necessary to symbolise the great efforts of the French people as well as the great advancements in modern engineering, industry, and science. The next year, Eiffel gains approval and the tower was built in time to celebrate the 1889 World Fair in Paris. If you look carefully at the tower, you can still see the names of the 72 scientists, engineers, and mathematicians who help in its construction. Originally, the tower was planned to be taken down after 20 years, but it proved to be too useful as a communications tower, not to mention a giant advertisement board, before finally becomes the iconic attraction that we all know today. | | | | |
| **课后练习布置** | Finish Exercise 1 & 2 on P69.  Draw a mindmap of the present perfect continuous tense. | | | |
| **教学反思** |  | | | |