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| **Teaching plan** | | | | | | |
| **Topic** | | **Unit 2 Morals and Virtues** | | | | |
| **Time ：45mins** | | | Discovering Useful Structures | | **Period：4** | |
| Goals & core competences:  1. Identify and understand the meaning and functions of the V*-ing* form used as adverbial and the object complement.   2. Use the V*-ing* form as adverbial and the object complement to describe people's actions, behaviors and experiences.  3.Encourage students to take responsible for their class,school,society,country and play the spirit of Lin Qiaozhi and Henry Norman Bethune. | | | | | | |
| **Teaching important points：**  1,Master the usage of key words and phrases. 2,Improve the students’ ability to use V*-ing form*. **Teaching Difficult points:** Let students *to master the usage of V-ing form as adverbial and object complement in the sentences*. | | | | | | |
| T**eaching preparation**: PPT. Multi-Media, Blackboard and chalks | | | | | | |
| **Learning Activities Design** | | | | | | |
| **Activities** | **Teacher’s activities:** | | | **Students’ activities：** | | **purposes** |
| **Activity1 Lead in** | Shows a photo about Lin Qiaozhi and ask the whole class questions: Q1.What kind of people do you think Lin Qiaozhi was after learning *Mother of Ten Thousands of Babies*?Q2.Can you give us some examples from the text to show the quality of Lin Qiaozhi? (Find the key sentences from reading,and then show the sentences on the screen) | | | 1. Individual work 2. Find answers from paragraph 4 3. Pay attention to the underlined part in each sentence. | | -To intrigue Ss’ interest on the topic，quickly mobilize Ss’ thinking, create a lively classroom atmosphere, and naturally lead to the following activities. |
| **Activity** 2  **Gammar** | 1. Pay attention to the V-ing form in each sentences,; 2. Ask students to identify the meaning and function of V-ing form in different sentences; | | | 1. Individual work 2. Find answers from the reading.  Pay attention to the underlined part in each sentence. | | To develop the ability of logical thinking |
| **Activity3**   **Let’s learn** | 1.Find more sentences with V-ing forms from the content; 2.Read the sentences and discuss the function and meaning of each -ing form in different sentences.   1. ... her brother complained, thinking of the high tuition fees. V-ing form as adverbial 2. Thinking of all the people still in need of help. Dr Lin opened a private clinic. V-ing form as adverbial 3. The new People's Republic of China saw Dr Lin Qiaozhi playing a key role.   V-ing form as object complement  Show the key point in this class to the students:  Grammar  V–ing form as : adverbial object complement. **Complete the sentences with the correct forms of the verbs in the box.**   1. \_\_\_\_\_\_\_\_\_\_\_\_ that his wife had been injured in an accident, Mr. Johnson hurried to the hospital. 2. During the operation, she sat in the waiting room for over an hour \_\_\_\_\_\_\_\_\_\_\_\_ about him. 3. I saw her whispering something into his ear, obviously not \_\_\_\_\_\_\_\_\_\_\_\_ to be heard. 4. He suddenly woke up at midnight when he heard someone \_\_\_\_\_\_\_\_\_\_\_\_ at his door. 5. \_\_\_\_\_\_\_\_\_\_\_\_ higher import and export costs, the company is looking for ways to survive. 6. \_\_\_\_\_\_\_\_\_\_\_\_ from the North Pole, the traveler wrote a book about his experience and had it published the following year. 7. The child lay on her mother's lap, \_\_\_\_\_\_\_\_\_\_\_\_ sweetly. 8. \_\_\_\_\_\_\_\_\_\_\_\_ hurt by the rejection, she bit her lip and quietly walked away.   **Rewrite the sentences without using the *-ing* form.**   1. Hearing that his wife had been injured in an accident, Mr. Johnson hurried to the hospital.   Facing higher import and export costs, the company is looking for ways to survive.   1. Returning from the North Pole, the traveler wrote a book about his experience and had it published the following year. 2. The child lay on her mother's lap, smiling sweetly.   **Read the following story and rewrite the underlined parts using the -ing form.**  Henry Norman Bethune was a Canadian doctor with a very creative mind and a determination to help people. As a small boy, he became very interested in medicine and decided to become a doctor. After he graduated from medical college in 1916, Bethune worked as a doctor in England, the US, and Canada. He reinvented or redesigned over 10 medical instruments to make them more useful. In 1938, Bethune left for China, after he heard that many people were dying in the war. Despite the difficult situation, Dr Bethune did whatever he could to assist the Chinese people. He helped to organize hospitals, taught doctors and nurses, and showed people how to give first aid. Sadly. Dr Bethune passed away in November the following year and was buried in Shijiazhuang. After Dr Bethune’s death, Chairman Mao Zedong wrote an article in memory of him, in which he praised Dr Bethune as a hero to be remembered in China. | | | Do the practice and express the reasons. | | * Familiarize students with key structures. * Exercise students’ structures using skills. |
| **Activity4**   **The *-ing* form** | 1. as the object complement   置于某些及物动词和宾语之后，补充说明宾语的动作或状态。  在这种情况下，及物动词通常是表示感觉和心理状态的动词或使役动词。  *Along the way, we say many people playing music, singing, and dancing.*  *She heard someone knocking at the door.*  *You have kept me waiting the whole morning.*   1. as the adverbial   可以表示时间、条件、原因、让步、结果、方式或伴随状况，其作用相当于状语从句。  此外，动词 –ing 形式的逻辑主语应与句中主语一致。  *Having dressed up nicely, we went out to have some good local food and enjoy the celebrations.*  *Thinking of all the people still in need of help, Dr Lin opened a private clinic.*  *She sat at the desk reading a newspaper.* | | | Students learn the useful structures. | | * Get the useful structures. |
| **Activity5**   **Exercise** | Teacher asks students to fill the gap together.  Read the following story and rewrite the underlined parts using the -ing form. | | | Ss exercise | | * Familiarize students with key structures. * Exercise students’ structures using skills  -To cultivate students’ creative thinking ability. |
| **Activity7**   **Summary** | Teacher leads students to have a summary of this lesson.  *The V –ing form*  *Chinese traditional virtues*  Learn the spirit of Lin Qiaozhi and Henry Norman Bethune. | | | Follow the teacher’s thinking flow and read the words and phrases loudly. | | * Consolidate students’ knowledge. * Form knowledge system. |
| **Homework** | **Homework**  Finish the exercises on your exercise book. | | | To get Ss to have a good understanding of text. | | * Consolidate students’ knowledge and prepare for the following lesson.   -To consolidate the ability of reorganizing information by using learning tools.    -To practice writing summary of a text. |
| **Blackboard** | Unit 2 Morals and Virtues  Period 3 Discover useful structures Grammar The functions and meanings of V–ing form as : adverbial  object complement. The meaning of V–ing form: the active meaning | | | | | |
| **Reflections** | 本节课教学内容设计以自主探究式为原则，每一个任务都是围绕学习者“学”的角度设计，符合本班学生的实际情况，难度适中,尽量满足不同类型和不同层次学生的要求，学生的每一个活动都具有明确的目的指向和具体的操作要求，大多数学生都能顺利完成课堂学习任务，另外在设计上结合高考真题让学生加以练习巩固，充分挖掘课文内容的内涵和外延，通过布置家庭作业环节，来检测学生对本节课内容的理解，实现英语在真实情境中练习本节课语法点，同时也有助于培养学生们的学习运用能力；另外在教学环节中不足之处为最后练习中讲解时间把握不佳，讲解过于繁琐没有体现出简明扼要的效果，今后要加以改正。 | | | | | |