

《高中英语（上外版）》选择性必修第二册 Unit 3 Charity

课时：第 3 课时 教学内容：动名词做主语和宾语

课型：语法课 设计者：上海市七宝中学 宋海莲

Grammar in use: *-ing forms -used as subjects and objects*

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 Reading A，对慈善有了初步的了解，对慈善行为和慈善事业有了自己的辩证态度，对慈善精神有了初步的体悟。语法板块将以文本中涉及到的包含动名词的语句为引入，集中于学习动名词做主语和宾语（包括介词宾语）的用法。

2. 设计思路

作为高一学生，虽然已初步完成从句的学习，但非谓语动词是高中英语语法体系中理解和学习难度较大的专题。故本课时将采取由识别动名词出发，通过寻找文章相关含有动名词的语句，学生建立对动名词用法的意识，再结合由易到难的语法练习，如选词填空、用正确的动词形式填空以及用动名词谈论校园义卖的话题等开放性的练习，通过创造符合学生学习水平的主题语境，达到将学语法的学习与运用相结合的地步。

3. 重点难点

教学重点：教授学生在语境中识别及运用动名词做主语和宾语（包括介词宾语）

教学难点：结合单元慈善主题，引导学生既能够灵活运用动名词做主语和宾语，又能提出符合主题的富有创造性思维的建设性建议。

二、教学设计

【Teaching Aims】

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

- learn the *-ing* form as subject, object of a verb and object after a preposition
- identify the verbs which usually take *-ing* forms as their objects (e.g. avoid, finish, mind, keep, stop, enjoy, practise, etc.) and the verbs which can be followed by either to do or *-ing* forms. (e.g. stop, remember, forge, etc.)
- use the *-ing* form properly in creating sentences and communicative activities, and make some comments on action and activities, and talk about feelings and interests.

【Teaching Procedures】**Task 1**

Ss' activities:

1. Review the main idea of Reading A.
2. Scan the text in Reading A and pick out the sentences in which the *-ing* forms function as a subject and an object to fill in the blanks.

Purpose:

1. To review what has been learned in Reading part. To lead the students to the targeted grammar *-ing* form.
2. To distinguish *-ing* form between as a subject and an object.

Guided questions:

1. What is the main idea of the text?
2. Could you pick out the sentences with *-ing* forms as a subject and object?

-ing form used as a subject:

Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other.

Suffering is universal.

-ing form used as an object:

For example, if you believe that a homeless man has caused his own misfortune and you are pretty sure he could have made better choices than he did, then you will probably lean towards not giving any money.

Task 2

Ss' activities:

1. Complete the sentences with the *-ing* form of the verbs in the box.
2. Use the *-ing* form of the following verbs to complete the text.

Purpose:

To practice *-ing* forms functioning as subjects through the context

Guided questions:

Do you know all the words in the boxes? Could you fill in all the blanks with the given word in the right form?

- A) Complete the sentences with the *-ing* form of the verbs in the box.

drive, listen, open, find, speak, do

1. Doing morning exercises will do good to your health.
2. _____ a car in a snowstorm is dangerous.
3. _____ to music helps him relax.
4. _____ someone else's mail is not polite.
5. _____ an apartment that isn't too expensive is hard.
6. _____ clearly and simply helps get your ideas across.

- B) Practice: Use the *-ing* form of the following verbs to complete the text.

make, join, read, live, learn, understand

_____ in a foreign country can be quite a challenge. To begin with, _____ friends is often very difficult at first, and _____ the customs of the new country is at times almost impossible. _____ the language, and _____ about the history and culture of the country can help with these problems, but they are not enough. _____ clubs and societies is a great way to meet people and to start to understand a new country.

Task 3

Ss' activities:

Act out the dialogues on Page 41, and note down the implied meaning by completing the sentence on the right with an appropriate *-ing* form.

Purpose:

1. To practice *-ing* forms functioning as objects through the context.
2. To arouse students' attention to learn the verbs which usually take *-ing* forms as their objects (e.g. suggest, enjoy, remember, mind, look forward to, etc.)

Guided questions:

1. Could you read the dialogue with your desk mate?
2. What can you infer from each dialogue?

Dialogue

Erik: Do you think it's a good idea to hold a charity sale this weekend?

Alice: Yes, it is.

_____ is a good idea for Erik.

Monica: There's a mountain village where some of the parents can't afford school supplies for their children. How can we help them?

Phil: We could raise some money for them.

Phil suggests _____

Jim: You've been doing volunteer work in the nursing home, haven't you?

Ellen: Yes, I have. I'm happy to help the elderly.

Ellen enjoys _____

Irene: Did you go to the charity party last month?

Mike: Yes, I did, and I donated fifty dollars.

Mike remembers _____

Cathy: Do you mind if we add a "Donate Now" button to your web page?

Jerry: Not at all. I love helping with charity events. Jerry doesn't mind _____

Ann: Have you signed up for the charity marathon next week?

Charlie: Yes, I have. I've been training for it for a month. I can't wait!

Charlie is looking forward to _____.

Task 4

Ss' activities:

Group work. Give advice on how to carry out charity to homeless people in our daily life. Share it with classmates.

- Use at least 2 sentences containing *-ing* forms functioning as a subject.
- Use at least 2 sentences containing *-ing* forms functioning as an object.
- Read it aloud with emotion.

Purpose:

To practice and further consolidate what has been learned from this class.

e.g. :

We should avoid ignoring homeless people when they are in need.

Giving means receiving.

The great doing of little things makes the great life.

Guided questions:

For homeless people, what should we do or not do to give to charity? Could you list some practical advice?

Task 5

Ss' activities:

Work in pairs to make up dialogues in turns to discuss about the details in the charity fair of the school carnival.

A: The charity fair is coming. What's your suggestion about the event?

B: I suggest selling

A: Good idea. But specifically, how to sell them to gain more profits?

B: Well, I think is a better choice. And we should avoid and keep

A: is really interesting! And what are we going to do with the money earned?

B: Do you mind?

A: Not at all! And I'm really looking forward to

Purpose:

1. To summarize the verbs which should be followed by verb-ing form
2. To practice using *-ing* form as a subject or an object

Guided questions:

The school carnival is around the corner. And you and your classmates are discussing about how to hold a charity fair. Work in pairs to make a dialogue discussing details such as what to sell, how to sell them and how to deal with the money earned. Make sure you use at least four verbs in *-ing* form as subjects or objects.

【Assignment】

Use *-ing* form as subjects and objects to write a short appeal to donate money to the homeless people within 120 words.

SCREELE